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ABSTRACT

This handbook was developed as a resource for college campuses participating in Literacy Impact, a nationwide grassroots movement mobilizing college students, new readers, and their communities to increase awareness of literacy as a tool for social justice. Discussed in the introduction are the missions of SCALE (Student Coalition for Action in Literacy Education) and Literacy Impact and steps in initiating and organizing a campus Literacy Impact program. Chapter 2 presents an overview of literacy, with emphasis on the relationship between literacy and social change and ways college students can help foster them. Examined in chapter 3 are strategies for building coalitions, gaining university support, finding cash for the cause, and fundraising. Chapters 4 and 5, which deal with starting and strengthening campus programs, cover options for getting involved in literacy, strategies for volunteer recruitment and retention, program management, leadership, networks, and advocacy. Outlined in chapter 6 are ideas and strategies for developing public education and awareness initiatives on campus. Appendices contain: a description of SCALE programs and resources, a 24-item annotated bibliography of resources for literacy providers, discussion modules, suggestions for mobilizing national resources, a 16-item reference list, an information request form, and an evaluation form. (MN)

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LITERACY IMPACT

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Organizing Handbook

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written by Myles Presler

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SCALE is a national network of college and university students, administrators, faculty, and community agencies who are committed to increasing literacy in the United States. The network was developed in November of 1989 by students at the University of North Carolina at Chapel Hill and is currently housed in the School of Education.

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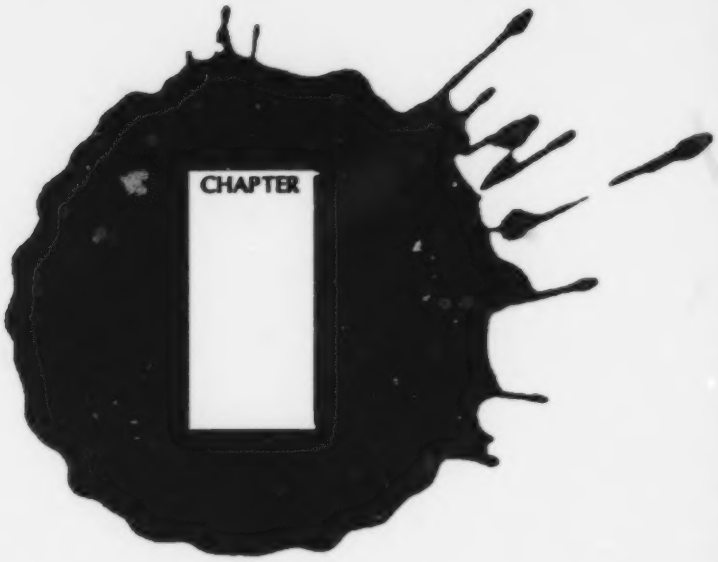


INTRODUCTION

Literacy Impact: **A Campaign for Student Action in Literacy**

College Students, SCALE, and Social Action

College students have long been at the forefront of working for social change. From civil rights to hunger and homelessness, voter registration to women's issues, college students have committed themselves to working for social justice. Some of the first sit-ins at lunch counters during the Civil Rights Movement took place in Greensboro, N.C., as Black college students refused to be treated as second class citizens. Many of the organizers and trainers for the Nicaraguan Literacy Campaign of 1980 were college students, and the majority of the teachers were 12-18 years old. Most of the protesters in Tiannamen Square were college students, who, along with workers, were demanding a more free society. Today, students in this country work in homeless shelters, write letters to government officials, participate in marches and demonstrations, serve as "big brothers and sisters," and work for a cleaner environment.

Itself a product of this tradition, the Student Coalition for Action in Literacy Education (SCALE) was formed to build upon college students' history of vision, enthusiasm, and idealism to promote and support their involvement in literacy work. Most of our efforts have worked directly with individual campuses to build and strengthen campus-based literacy programs and develop action plans for literacy work on a local level. While we want to continue this individualized approach, we recognize the need for mobilization on a larger scale.

We believe that if this country is serious about its desire for universal literacy, then the ways we understand literacy and the means we use to attain it must change. College students must be at the cutting edge of this movement. Existing literacy efforts reach only a small number of those who need help. If we are to reach those who truly need literacy services, more teachers, tutors, and advocates are needed. College students have a great contribution to make: we possess the vision, commitment, and idealism needed for effective work in literacy, and the time to put these resources into action.

While we have begun this difficult work, our efforts have often been isolated and hampered by a lack of information and resources. *Literacy Impact* is a SCALE Campaign to promote and support college student involvement in literacy. Through *Literacy Impact*, we hope to foster college student involvement in literacy on a wider scale than ever before and to provide campus-based groups with the resources they need to promote literacy creatively and effectively, both locally and nationally.

Literacy Impact: Literacy as a Tool for Social Justice

Literacy Impact is a nationwide, grassroots movement mobilizing the strengths and resources of college students, new readers, and their communities to increase awareness of literacy as a tool for social justice. By promoting creative efforts at the local level, *Literacy Impact* will catalyze long-term public action in literacy and break down cultural and structural barriers which prevent full and effective participation in society. *Literacy Impact* will challenge campuses and their communities to develop participatory literacy initiatives. Through collaborative effort and shared power, both college students and learners will gain a greater awareness of their ability to work for personal and societal transformation.

Literacy Impact focuses on building an individual campus program's capacity to address local and national literacy needs by providing resources to:

- ◊ build and strengthen campus based literacy programs,
- ◊ develop public awareness campaigns to educate the campus community about literacy and its connections to other social issues,
- ◊ develop comprehensive fundraising campaigns to support campus programs, the community, and the development of the college student movement in literacy, and
- ◊ draw local and national attention to college student involvement in literacy.

Literacy Impact: The Campaign

The options for participating in *Literacy Impact* are as diverse as the needs of your campus and the community you work with. One of the greatest challenges faced by SCALE in developing *Literacy Impact* was to design a Campaign that could unify college students across the country through coordinated action while maintaining enough flexibility to meet the differing needs and goals of the campuses involved.

The word *Campaign* implies unified action toward common goals. Students from the *Literacy Impact* pilot campuses who came to the Evaluation and Planning Summit in June 1992 thought it was important to have unifying actions that draw the Campaign together on a national level. They felt this was important for two reasons:

- ◊ it helps to create a movement of college students across the nation who are committed to increased literacy
- ◊ it will help ih drawing local and national media attention to literacy and the role college students are playing

What this means for *Literacy Impact* is we are promoting the ideas and strategies that will build literacy programs and suggest specific ways you and your campus can be involved. The following section outlines the quidelines for participating in *Literacy Impact*. They are not meant as rules and regulations, but rather as tools to unify *Literacy Impact* into a coherent national *Campaign*. Within each of these unifying activities, your campus group still maintains control over the type and intensity of involvement.

WHAT WE'RE ALL DOING

Make a year-long commitment

Your campus group and SCALE commit to working together for a period of one year. During this time, you can utilize the *Literacy Impact* resources to develop and strengthen your organizing efforts. After each year, SCALE and your group will renegotiate involvement for the next year.

Hold fundraisers to support the national movement

Literacy Impact depends on you to help raise funds to support the campaign's work with local campus literacy programs. Your group agrees to hold at least one fundraiser on campus or in the community. You keep 70% of the proceeds to use within your own group or a community agency and then send SCALE the remaining 30%.

Participation in National Literacy Action Week

National Literacy Action Week will serve as a focal point for media and the public to gain an awareness of the literacy efforts on your campus and how your local efforts connect with the national literacy movement. The week of October 25-29, 1993 is designated as National Literacy Action Week. Your group will select one or several days within this week to organize events that focus attention on literacy. SCALE will provide three to five ideas for events that reflect the ideals of the campaign, but your group will choose events that best help you achieve your goals.

Share ideas with SCALE and other campuses

Your group sends in monthly updates on the literacy activities on your campus. A newsletter based on these updates will be distributed to all participating campuses, serving as a means of sharing ideas and information between schools. SCALE also uses these updates to support and document *Literacy Impact*.

GETTING STARTED

Aside from these guidelines, how your group decides to implement *Literacy Impact* is completely flexible. Some schools may want to use the Campaign to start a campus-based literacy program. Others may already have a program, but want to recruit more volunteers. Still others may be looking for ways to involve learners in the management of their literacy programs. And some may just want a few ideas for public education activities. *Literacy Impact* can also connect your local efforts to the national picture.

The campuses participating in the pilot phase of the Campaign can provide some examples of how *Literacy Impact* may be used:

- Lehman College is a commuter college in the Bronx, NY. There are several on-campus tutoring and adult literacy programs, including a well organized Student Literacy Corps program, but very little coordination of these efforts. Some students would like to use *Literacy Impact* to develop "a more efficient and effective tutoring program," and "to extend the area of [their] programs out into the community." They are also looking for ideas to raise awareness on their campus. Because Lehman is a commuter campus, students live off campus. Most students also have full-time jobs and a limited amount of free time. They need ideas that reflect the reality of their campus situation.

- New College is a small college in Sarasota, Florida that focuses on experiential education. As of yet, there is no literacy program on their campus. Lisa Reedich and Bonnie Gorla, both students at New College, say that their "main goal, simply, is to create one." Specifically, they want to "meet the literacy needs of the community through involving students in the community." They say they need information and suggestions on the "do's and don'ts of starting a campus literacy program."

- The University of St. Thomas is a religiously affiliated university in Houston, Texas. They already have a very successful literacy program, Literacy Initiative for Today, that provides English as a Second Language instruction to local community members. They are using *Literacy Impact* to help organize a conference on literacy called "Reading Between the Lines: Literacy and Social Justice" which will be held this fall. SCALE has been working with UST and other Houston area campuses to help them forge a coalition to better meet the literacy needs of the Houston community. Through this conference and throughout the year, they want to use *Literacy Impact* to "make the city more aware of the need to do something about illiteracy." They also want to find better methods of training tutors and to create an effective and consistent curriculum.

Many of the pilot campuses requested information about examples of what other college students are doing in literacy. Throughout this handbook, you will find examples called Ideas in Action.

For further examples, you can order either the Annotated Database or *Issues & Action: College Student Involvement in Literacy* by calling the SCALE office.

ORGANIZING STEPS

One of the first ways you can participate in *Literacy Impact* is to clarify your campus' goals. What is it that you want to achieve? Are these goals substantiated by a need on your campus and in your community? Then, think about others who might share these goals.

Step 1. Build a coalition for literacy

◊ Build a loose coalition or working group of these individuals and groups to help plan and design a literacy initiative for your campus/community. Including a variety of perspectives ensures greater coverage of the issues. Take advantage of their interest and expertise to plan your effort and maintain these contacts after the planning is done.

Step 2. Set goals for action in literacy

◊ Work with the coalition to set goals for what you want to see come out of *Literacy Impact*. What do you want to accomplish? Do you want to start a literacy program? Recruit more volunteers to assist with local programs? Build up the visibility and name recognition of your group? Do you want to educate the campus and public about the complex and dynamic nature of literacy as a social issue? Just meeting with the key players in literacy in your community can be a great way to figure out what their needs are, and how your initiative can be structured to better enable your group to help them.

Step 3. Map out community resources

◊ After you have developed your goals, refer to the Chapter three, entitled "Resources and Support." This section contains ideas that will help with the strategic mapping of your campus and community and will assist your group in determining how to reach its goals.

Step 4. Put your ideas into action

◊ Put your goals into action. Prioritize what you hope to accomplish. Determine which of the ideas presented in this handbook will help you to reach your goals and use the others as a catalyst for brainstorming. Share responsibility with others in your literacy program and with the working group you've set up to help with the planning and development phase.

DEMOCRATIC DECISION MAKING

One of the values that you will see stressed time and again is participatory decision making. The development of this Campaign is an example of how that can work. Instead of sitting in our office in Chapel Hill and deciding for ourselves the needs of college students organizing around literacy, we brought together a group of students from diverse backgrounds and institutions to help us think through what the needs are for this issue. *Literacy Impact* is a stronger Campaign because of these efforts.

Our hope is that *Literacy Impact* will serve as a catalyst for bringing together all those with an interest in literacy to assist in planning literacy initiatives — a campus-based literacy program or a public awareness campaign, for instance — on your campus; and that through the process of collaboratively designing and implementing these initiatives, the seeds can be sown for greater cooperation and communication in the future. Because *Literacy Impact* is designed to help build your group's capacity to address local literacy needs — through direct service, public education, advocacy, and fundraising — it is imperative that everyone on your campus and in your community with an interest in literacy be involved in planning how to implement the Campaign.

THE ORGANIZING HANDBOOK: FLEXIBLE RESOURCES FOR STUDENT LEADERS

This Organizing Handbook was developed as a resource for campuses participating in *Literacy Impact*. Because we feel that it has ideas and information useful to any campus literacy program, we are also distributing it to campuses which are not officially part of the Campaign. In June, 1992, twenty-five students from ten pilot campuses came together for an Evaluation and Planning Summit to help us in planning the Campaign. We spent three days together talking about literacy and identifying the most pressing concerns of campus programs trying to do literacy work. Together, we developed the goals of the Campaign, the guidelines for involvement, and the resources that *Literacy Impact* will provide campus programs. The mission statement and this Handbook are a direct product of that meeting.

The Organizing Handbook is not designed to be rigid and directive; we are not telling your literacy group that the ideas set forth in this handbook are the only ones that are valid. We do, however, approach the Campaign from a certain philosophical angle. We argue that illiteracy in the U.S. is the result of pervasive systemic inequalities. In order to be effective in our work, we must address not only the personal issues involved with illiteracy, but larger societal ones as well. These views will be apparent throughout the handbook. However, it is up to your group to decide how to use this information.

ORGANIZING HANDBOOK AT A GLANCE

This handbook is structured to provide useful information for people starting new literacy programs as well as ideas for strengthening the work you may already be doing. While the entire handbook should be useful for Campaign organizers on your campus, feel free to pick and choose the information which helps your group reach its goals. There is a table of contents at the opening of this handbook; it should help you pinpoint the specific sections that best speak to your group's needs.

Literacy programs are very community specific, so as you use this handbook, take what's useful, change what's not, and add your own ideas and suggestions. The resources are designed to be flexible enough to be used to plan a literacy awareness week, or as a semester-long organizing tool to strengthen your program.

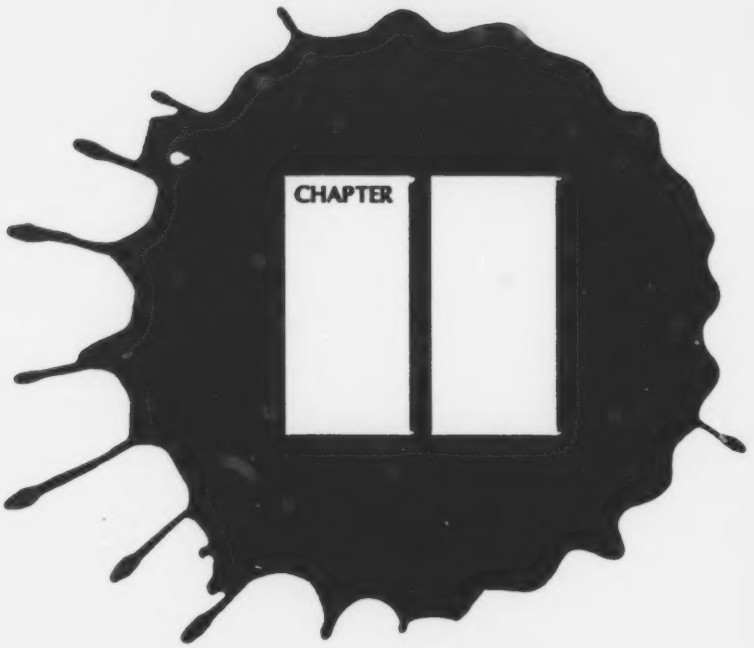
CHAPTER TWO of this Handbook opens up with a brief introduction to literacy. It's a phenomenally complex issue; the ways we approach understanding it and getting involved are often no less perplexing. Hopefully, this overview will help your group think through its own beliefs and values and will help you figure out how to use *Literacy Impact* to meet your community's literacy needs.

CHAPTER THREE contain ideas and strategies for using *Literacy Impact* on your campus, raising funds to support your program, as well as establishing collaborative literacy initiatives. The development of strong local coalitions among campus organizations and community groups is critical to the success of any national effort.

CHAPTERS FOUR and FIVE are designed especially for students who want to use *Literacy Impact* to build and/or strengthen a campus-based literacy program. CHAPTER FOUR deals specifically with options for getting involved in literacy, strategies for volunteer recruitment & retention, and reflection. Those trying to strengthen a campus program may find CHAPTER FIVE most useful. This section looks at ways to involve learners in program management, cultivate new leadership for your program, network with other campuses and take your work to another level of advocacy and action. However, while these two sections are separate, both provide information useful to any literacy program.

CHAPTER SIX contains ideas and strategies for developing creative and sensitive public education and awareness initiatives on your campus. If one of your group's goals is to educate students at your school about literacy, this chapter should prove useful.

This handbook is a work in proegress. Use Appendix G to let us know how to improve it.



A Literacy Overview

The Rhetoric of Literacy

We've all been hearing quite a bit recently about the state of education in the U.S. today. It seems as though everyone has something to say — corporations, school board presidents, academics, pundits, and candidates for political office. They complain about a number of things, mostly about low literacy rates among the American population, claiming that the U.S. work force is unable to compete in today's global economy. In the daily papers we read such statements as, "27 million Americans can't read, and guess who pays the price — the top 120 US corporations;" By the year 2000, two out of every three Americans could be illiterate;" "There's an epidemic, with 27 million victims and no visible symptoms."

We are now seeing a large "back-to-the-basics" campaign focusing on basic skills — reading, writing and arithmetic — in public schools to trying to combat what is perceived as declining academic standards and proficiencies. Literacy is the cause of the day; the answer to both our deflated economy and our declining economic competition.

Misperceptions of non-readers

Popular characterizations of non-readers often depict parents who can't read the labels on the bottle of medicine their children just swallowed; they are seen as lacking survival skills, socially isolated and living lives in fear of being "found out." Barbara Bush, the former, first lady of literacy, has been leading a campaign against illiteracy, asserting that there are 23 million Americans who "cannot read, write, reckon, and reason well enough to solve problems, to make sensible decisions, or to make reasonable judgements..." Literacy is held out as the answer to economic and personal advancement.

Many of these messages subscribe to a blame-the-victim mentality, viewing those who can't read as bad parents, lazy or unskilled workers, and a threat to the economic viability of our country. Our understanding of illiteracy — its causes and solutions — and what literacy can mean, is often determined by these simplistic sound bites, by politicians and policy makers who attach a national price tag to the ability or inability to read, and who are more interested in a 30 second press release than a real understanding of illiteracy and its causes. The rhetoric of literacy and the view of non-readers as portrayed by politicians and the press pander to a facile understanding of non-reading adults and their lives, appealing to pity and to people's pocket books to recruit volunteers to help in the amelioration of the "literacy problem." If we are to truly understand and be effective in working for solutions to illiteracy in the U.S., we must begin to ask serious questions about our very conception of literacy.

WHAT IS LITERACY?

Some of the first questions we must ask ourselves are: What is literacy? Is it measured by the number of years one was in school, or by competency tests administered by researchers? Who defines the standards? What are the benefits of becoming literate? What are the costs? What are the implications of our perceptions of those who cannot read and of our understanding of what literacy can mean?

It is harder to come up with a working definition of literacy than one might imagine. In fact, entire books have been written just trying to define what constitutes literacy. Is it just the ability to read and write? If so, on what level — a fifth grade level, eighth grade, twelfth? And exactly what is a fifth grade reading level, anyway? Is it measured in functional terms by one's abilities to master daily tasks? Well, *whose* tasks? In this highly technological age, is just the ability to read and write enough to constitute literacy? Many people view literacy acquisition as a continuum, with all of us falling somewhere on the spectrum. Under this model, there is no definite point at which someone has become "literate."

A century ago, the ability to sign one's signature was enough to certify that one was literate. Of course today, the standards require much greater proficiencies. As David Harman and Carman St. John Hunter point out in Adult Illiteracy in the United States, much more than simple decoding skills are necessary to function in society; people must "acquire some level of understanding of the history, values, and assumptions that shape our daily life" (Harman and Hunter p. X).

Literacy is simultaneously a statement about reading ability and an articulation of far broader cultural and social content. Beyond and above being able to read at stipulated levels, people need a great deal of general and specific knowledge to function today. This is essential both for full participation in society and for enabling people to act on their environments (Harman 1984).

While they recognize a need for external standards for those who set policy, Harman and Hunter claim that it is the internal standards — people's hopes, choices, and ambitions — that will motivate them to seek greater literacy skills. People will choose for themselves what skills they need to function in their lives, and how to realize their hopes and dreams. Their research shows that literacy is seldom the first priority among those who lack these skills — that economic troubles, personal problems, child and health care frequently come first. Contradicting popular perceptions, their studies show that poverty is more responsible for low levels of literacy than the reverse. They further found that for most people lacking literacy skills, this is just one factor interrelating among others — class, race and sex discrimination, welfare dependency, poor housing, and a general sense of powerlessness. Harman and Hunter point out that the undereducated in this country are also disproportionately the poor and ethnic minorities.

By comparing high school graduation rates, results from competency tests, and various statistics on adult illiteracy, they came upon a figure of 54 to 64 million adults in this country who are educationally disadvantaged in some way. Only a tiny fraction of these people are in programs designed to help them.

Popular discourse about literacy is often misguided. Additionally, the number of current programs designed to help non-literate adults acquire literacy skills is insufficient to meet the growing population who needs assistance. The scope of these current programs is not comprehensive enough to meet the other, more pressing, needs of program participants.

Working for Literacy and Social Change

As we begin to involve ourselves in the struggle for a more literate nation, we cannot deal with literacy in a vacuum. Our efforts in literacy education, advocacy, public education and fundraising should reflect the complex nature of literacy. The curriculum we use should be relevant to the lives that learners live, and we should not shy away from issues that seem outside the realm of the classroom.

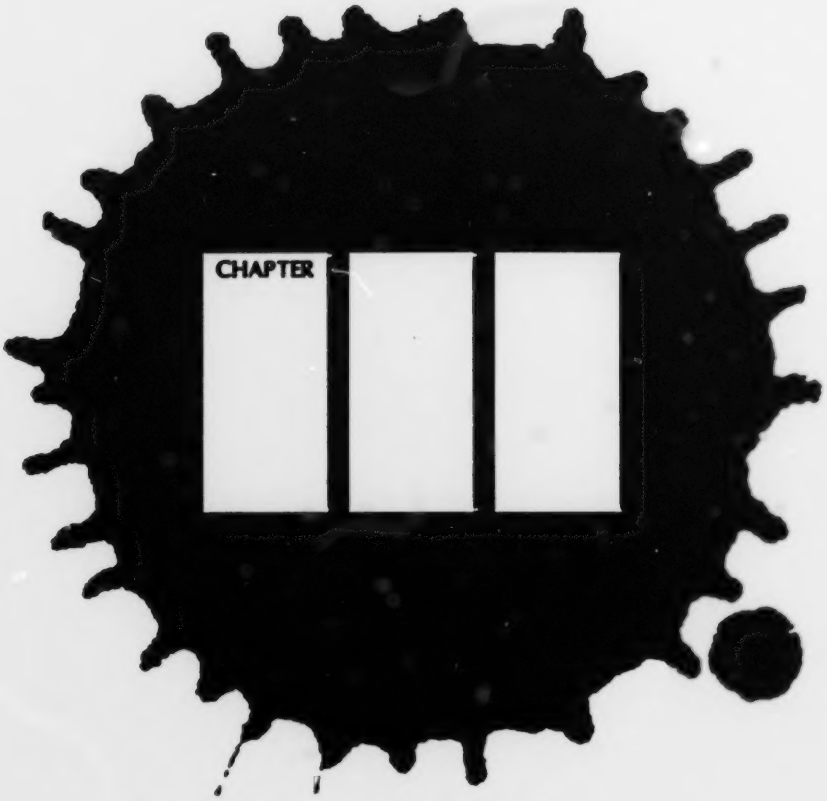
Literacy work is one of the most challenging and exciting opportunities for college students involved in community service work. As we are challenged to broaden our understanding of literacy and to work with learners to achieve their goals, we are presented with the opportunity to establish links to other issues of social justice. When we structure literacy classes and tutoring sessions around the needs of the learners we work with, we are able to work on the goals that the learners themselves put forth. As we begin to focus on learners' aspirations and hopes, we are presented with the chance to work with them to achieve not just improved literacy skills, but a greater feeling of control over their lives. Often, this leads to a greater confidence in involving themselves in transforming the conditions affecting them and their communities. We can begin to see literacy work as an opportunity to transform the lives of individuals (ourselves included) and the communities we live in.

College Students Can Help

With between 23 and 64 million Americans over the age of sixteen who are educationally disadvantaged, we must commit ourselves to being involved in the struggle for a more literate society.

College students already comprise a substantial force in literacy work. We are involved as learning partners, tutors, teachers, mentors; we work as advocates, program administrators, and help with the recruitment of volunteers and learners. We work with people of all ages in public schools, housing projects, homeless shelters, prisons, people's living rooms, ABE classes, and on our campuses. We work with populations learning English as a Second Language, people going back to school to obtain a GED, and as mentors and tutors for at-risk youth. Our presence in literacy work has been felt, and there is a push to get more students involved. The passage of funding for the Student Literacy Corps in 1989 and the recent creation of the Commission on National and Community Service are just two examples of the desire on a national level for increased involvement in literacy and community service work.

The need for our presence exists, and grows greater every day. We don't have to have all of the answers before we get involved, but we do need to have a commitment to learning as we go along, as well as to thinking critically about our own work, the way we tutor, the curriculum we use, and the ways we understand what literacy can mean.



RESOURCES AND SUPPORT

Now that you've begun thinking about what you want to do, and have an idea of some of the issues involved, it's time to think about how you're going to do this work and who can help you. This section should help you in further refining the goals of your group and in thinking through the process to reach those goals.

Resources and Support

SCALE recognizes that community and commuter colleges, while having unique resources, also face unique obstacles in setting up volunteer programs which seek to involve college students in their communities. Many of the campuses already participating in *Literacy Impact* are community and commuter colleges. Hopefully, their input in the development of this Campaign has helped to make it more relevant to the realities students on these campuses face. For more specific information on organizing on community and commuter colleges, we highly recommend a resource produced by the Campus Compact Center for Community Colleges entitled Community and Volunteer Service: A Resource Guide for Community Colleges. This manual was specifically created to assist in developing community service opportunities on community colleges and deals with such issues as: program planning and design, program structure, recruitment and retention, working with community agencies, funding, and more. To order this resource, contact the Center for Community Colleges at 602-461-7392.

Think back on the section entitled "Getting Started." One of the first steps in designing a literacy initiative should be to figure out who else on your campus and in your community either is already doing what your group wants to do or would support your group's efforts.

STRATEGIC MAPPING PART I: BUILDING A COALITION

Whether you will be creating a campus literacy program or a literacy awareness week, strategic mapping will help you to get a sense of the other players out there and how they can fit into what you want to do. Who are the literacy players in your community? On your campus is there a department or organization already involved in literacy work? For instance, the school of education or the office of student activities? Is there a volunteer center on campus? Often, there is more than one campus group involved in literacy. And often, there are individuals waiting for the opportunity to get involved. Advance planning on your part can identify who else if anyone is already involved. Then, coordinating your efforts can ensure that there is no duplication of services and that the literacy needs of your community are addressed in the most efficient manner possible.

Some organizations in your community that may be involved in literacy work include:

- ◊ Public schools
- ◊ Head Start and other day care facilities
- ◊ Local literacy agencies like Laubach, Literacy Volunteers of America
- ◊ Adult Basic Education providers
- ◊ Adult High Schools
- ◊ Community Colleges
- ◊ Homeless shelters or halfway houses
- ◊ Local United Way
- ◊ Social Services Agencies
- ◊ Planned Parenthood
- ◊ Local library
- ◊ Other community-based organizations

Campus organizations that you may want to establish contact with could include:

- ◊ Student Government
- ◊ Black Student Union
- ◊ Latino organizations
- ◊ Greek associations
- ◊ Multicultural center
- ◊ Campus service groups like Alpha Phi Omega or Circle K
- ◊ Religious organizations
- ◊ Women's organizations

After you have a sense of who else is involved in literacy, it could be useful to try to form an advisory group to guide your group's efforts. Invite representatives from groups that are already involved and members of the community you will be working with. Inviting at least a few people that are well known on your campus and in your community can help to build your group's credibility. Involving new readers on your committee will bring invaluable skills and perspectives to your planning. Forming an advisory committee can help your efforts by:

- ◊ bringing a variety of viewpoints and skills to help in the formation of your group
- ◊ grounding your group's work in the reality of your community's needs
- ◊ avoiding duplication of efforts
- ◊ sharing limited resources
- ◊ helping to avoid miscommunication and conflicts over "turf." If existing players are brought into your planning early, they will be more likely to support what you're trying to do.

Even if your group is simply trying to organize some awareness activities on your campus, it will be very useful to first meet with some of the groups already doing literacy work. You might be able to organize some events in conjunction with one or all of these community groups, thus increasing the impact of what you're trying to do. SCALE recently produced a working paper on the *Politics of College Literacy Programs*. Part of this resource deals with developing collaborative ventures with others interested in literacy. For more information contact the SCALE office.

Resources and Support

III

Ideas in Action

Chapel Hill, NC

Students involved in Project Literacy, a campus-based literacy program at the University of North Carolina at Chapel Hill, convene an advisory council monthly. Because Project Literacy works with university employees, their advisory council includes representatives from three local literacy organizations, a faculty member, the program's main administrator, the Director of the Physical Plant, and the Dean of Students. The council supports college students in the program by providing them a larger group of knowledgeable stakeholders who can help map out the direction of the organization. This year's program coordinators are developing ways for learners in the program to play a more active role on the advisory committee.

Ithaca, NY

Similarly, students at Cornell participating in the Community Learning and Service Partnership (CLASP), have access to representatives from their local affiliate of Literacy Volunteers of America, labor union officials, and new readers from the university workforce. Representatives from these groups serve on a steering committee and have input at all levels of decision-making, helping to shape the program.

Strategic Mapping Part II: Gaining University Support

Now that you have a sense of the players involved, start thinking about what resources you're going to need to do the work you want to do. Make a list of the things you think you will need, then brainstorm another list of ways to get those things. For instance, can you use a university copier? Is there a telephone available in the volunteer center? Can you meet in an empty classroom? How could increased funding help your situation? The members of your advisory committee probably have some ideas, as well. The administration of your institution can do quite a bit to make it easier for students to get involved in volunteer work. If the administration has set the tone that the university values student involvement in community service, it will be a lot easier to gain the resources you need to support your program.

Are You a Campus Compact Campus?

Many universities are beginning to realize the importance of student community service, both as a way of bringing needed university resources into communities and as a way to provide increased educational opportunities for college students. Campus Compact is a "national coalition of college and university presidents that works to create public-service opportunities for college students and to develop an expectation of service as an integral part of student life and their college experience". Begun in 1985, it now has 305 member institutions. Organizing on campuses that are part of the Compact will be easier — the tone has been set that our work is important and valuable. For more information about the Compact, call (401) 863-3779. The new movement in service-learning similarly provides increased opportunities for students to become involved in their communities by making service part of the curriculum. Many schools now offer students the opportunity to enroll in classes and receive credit for their community service work. The Student Literacy Corps is an example of this. Our work in literacy can benefit immensely when the university commits resources to getting students more involved. The Student Literacy Corps program provides funding for an instructor, training and a semester-long class with credit to institutions who want to involve students in meeting the literacy needs of their communities. For more information, call (202) 708-8394.

Ideas in Action

San Diego, CA

At the University of San Diego, college students are involved in literacy through the Student Literacy Corps. The SLC coordinates five literacy programs that utilize college student volunteers using a "holistic, learner-centered approach that allows tutors to develop their own lesson plans according to their learners' needs, interests and learning style." One of the greatest strengths of the Student Literacy Corp program at USD is their semester-long literacy seminar. This program allows volunteers to earn credit for their commitment to literacy by attending at least ten hours of class time. "Actually, however," explains Kristen Hale, Literacy Corps Director and 1992 graduate of USD," "classes are interactive, experiential sessions of quality learning and reflection." The students themselves help select and develop the curriculum. "This empowers our tutors to choose their own course of learning," Kristen says. Various workshops are held throughout the semester and made available to the university as a whole. "We have literacy symposiums, learner panels, multicultural experiences, and diversity workshops," Kristen continued, "the Literacy Corps programs themselves are great and the volunteers are fabulous. It's the seminar, however, that pulls everything together combining service and learning as a thoughtful, innovative, natural process of growth and discovery."

Making Your Case to the Administration

Resources and Support

University support can open up many doors: increased funding, access to university resources, the expertise of professors and fundraisers, and can add credibility to our work. Often, however, the administration does not value our work. They see community service as distinct from academia and don't feel a responsibility to commit university resources to addressing community problems. If this is the case, our work can become more difficult. Our institutions may be less willing to commit funds to our programs, give us office space, or access to other resources that we need. More often than not, however, when an institution does not value student community service, it is because they do not understand the benefits of our getting involved. Our job, then, is to demonstrate the importance of our work to the administration.

There are many things we can do to gain the cooperation of the administration. Fundamentally, our challenge is to build up the credibility of our programs. Starting with your advisory committee is a good approach. Hopefully, you have a good cross-section of students, learners, faculty, and community members. This show of support and expertise from a variety of sources can show the university that your program is well-respected on campus and in the community. Try to have some of the community members and faculty approach the administration with specific requests for support. Often, unfortunately, the university will respond to community and faculty members more favorably than students. Another approach might be to stress the importance of service learning and to demonstrate how your campus literacy program ties into students' academic careers. A survey of students conducted on this linkage would be very persuasive. Contact the SCALE office for more information on conducting a student survey. Explain the skills and perspectives that students gain as a result of their literacy work in the community. There are many successful programs across the country that can be used as an example of how service learning affects students academic achievement. You could also talk about Campus Compact and show examples of other universities which have made a commitment to student community service.

SCALE and *Literacy Impact* can help out as well. The SCALE staff is available for site visits and would be glad to try to work out a visit to talk to your administration. We are also able to send a letter of support for your program to your administration, if that would help. For more information on how SCALE can help gain your administration's support for your campus literacy program, contact the SCALE office.

FUNDRAISING: FINDING CASH FOR THE CAUSE

For most campus literacy programs, fundraising is a necessity. The reality of our work is that money is always a problem – there is rarely enough to support the work that we are already doing, much less the work that needs to be done. In our programs we are often limited by a lack of funds. We could send more volunteers to training programs, invite in more speakers and trainers, serve more people and do more to recruit volunteers if only we had the funds to do so. For instance, at the University of North Carolina at Chapel Hill, Project Literacy, the student-run, campus-based literacy program, received only $50 from the department of student activities. This $50 was the entire amount given to a committee of over 150 people.

Money gives programs freedom – to chart our own course, to educate the public, to say what we want to say, to present the image we want to present, and to serve the people we want to serve. Raising our own funds, or at least a large percentage of our own funds, makes us less dependent on the campus bureaucracy and the resources of local groups. Additionally, if we look at fundraising as a way of reaching more people and educating them about the work we are doing, then fundraising merges with public education and awareness and becomes a way of building support for our efforts.

A main goal of *Literacy Impact* is to generate funds to help support: 1) the work of campus groups involved in literacy; 2) the development of a national movement of college students committed to increased literacy; and 3) local literacy efforts.

Building the National Movement

Literacy Impact is a national Campaign working to spark a movement of college students involved in literacy. SCALE, and the students who helped to create this Campaign, feel that this *movement* is the only way we will be able to address literacy and other social inequities in the country. For this Campaign and this movement to become self-sustaining and self supporting, however, college students must commit themselves to supporting not only their own local efforts, but national efforts, as well. It is our hope that this Campaign can become self-supporting through the energy and commitment of the campuses participating.

To ensure the continued success of *Literacy Impact*, each participating campus is required to hold at least one fundraiser on campus or in the community and to send thirty percent of the proceeds to SCALE. These funds will be used to sustain *Literacy Impact*. Each campus can choose the type of fundraiser that it holds to support the Campaign.

This guideline was created by the students who helped to develop this Campaign because they felt it was important for college students doing literacy work to look beyond their own communities and to support the efforts of students across the country. Hopefully, participating campuses will hold more than one fundraiser; however, only one is required. The remaining funds can be disbursed at the discretion of your program. You may choose to support a local organization with 30% of the funds and use the remaining 40% to support your program, though your steering committee can make that decision.

How Much Support Do You Need?

Before launching a fundraising campaign it is useful to think through you program's funding needs. Why are you raising funds? To send students to a literacy training? To bring a speaker to your campus? To cover office expenses and supplies? Purchase books? Pay a salary? Support the movement of college students in literacy? Assess your program's needs, create a budget and a timeline for meeting fundraising goals.

Set your funding goals. It is often useful to create two budgets, one that shows the optimum amount you'd like to raise to be able to do everything you'd like to, and the other showing the minimum amount your program needs to stay afloat. Here is what a model budget might look like:

Category	Optimum	Minimum
Office	in-kind	in-kind
Phones	$65	30
Postage	30	15
Printing	100	40
Promotions	75	30
Speakers	400	75
Books and materials	300	100
Trainings	500	200
Support to SCALE	500	150
Total	**$1,970**	**$640**

Who Do You Ask?: Sources of Funding

Where can your group get these funds? The university is a good place to start. Many schools have an office of student activities which allocates funds to student initiatives. Similarly, most student governments have large amounts of money that are earmarked for student activities. Approach the student government representative from your district on campus and work with her to lobby for funds. If your university is unable to support your group with direct funds, ask for in-kind resources. The institutions you attend are in a position to make your work a lot easier if they are willing to commit their resources. Ask for access to an office, telephones, and printing. Any or all of these things can save your group a substantial

amount of money. If your program works with university employees, ask for release time so that they can attend literacy classes. Below are some sources of funding your program might look to for support:

◊ *Membership dues.* Ask students, faculty and others to support your program through memberships. Approach the university about instituting a program where university employees could deduct a certain amount from their paychecks each month to support your literacy work.

◊ *University funds.* Try to access student fees or funds available through academic departments, or have a fraternity or sorority hold a fundraiser for your group.

◊ *Merchandise.* Selling t-shirts, posters, boxer shorts, etc. can help raise much needed funds.

◊ *Small businesses and restaurants.* Ask for either financial or in-kind contributions. A donated stereo or meal, for instance, could be raffled off to students on your campus and turned into a fundraiser. Don't forget to ask local bookstores.

◊ *In-kind resources.* Asking for donations of paper, postage, promotional materials, office space, etc. can free your group from some of its expenses.

◊ *Local and state foundations.* Foundations contribute a substantial amount of funds to literacy work. Contact the SCALE office for more information on writing grants to foundations.

◊ *Individuals.* Statistics show that private individuals contribute over 90% of the funds that non-profit groups receive. Your fellow students and campus faculty are a great resource.

◊ *Events.* Invite in speakers, hold a dance, host a movie screening, ad infinitum. This section contains many ideas for possible fundraising events.

Developing a Funding Strategy

Identify the sources you want to approach for funding and create a timeline for how your group will meet its funding goals. For example, if you are trying to raise your budget of $2,130, try to break down where that money will come from:

I. Membership dues (30 @ $5)	$150
II. Faculty donations (10 @ $15)	$150
III. Campus funds	
student government	$600
Departmental contributions	$200
IV. Events	
Book sale	$200
Concert	$300
Movie benefit	$200
V. Merchandise	
T-shirts	$200
VI. In-kind	
Donated copies (1000 free)	$50
Donated phones	$65
Postage (50 stamps)	$15
Total from sources	**$2,130**

Create a Timeline

The next step is to create a timeline for raising certain funds and to decide who will be responsible for each component. Selling people in your group on the idea of fundraising is sometimes difficult to do. Try to build up enthusiasm and support among those in your group. Be up front with people about the work involved, how much needs to be raised, and where it will go. Try to strategize with those in your group to develop funding ideas that address public education and awareness while generating funds.

Some General Thoughts on Fundraising

Fundraising is not as difficult as it is made out to be. There are many things that we can do to increase our chances at success. The first and most obvious is to ASK. The worst that can happen is that your request will be turned down. No hard feelings. No one will look at you weird. Start by going after the sources that you think will be most likely to give to your group. This will help bring in needed funds immediately and can build the confidence of your group's fundraisers. Other strategies to keep in mind are to:

- ◊ *Tailor your message* to the group you are targeting for funds. Make people aware of the issues in a way that compels them to give.
- ◊ *Speak to peoples' interests.* How can you convince individuals, companies, and groups that it is in their self-interest to support your work in literacy. What can your campus literacy group do for them in return?
- ◊ *Use what is unique about your group*, your strengths and talents.

Link Fundraising to Public Eduction and Program Development

Fundraising works best if it is connected to public education and program development. This prevents fundraising efforts from taking time away from the more important on-going work that your group is doing. It also helps build potential donors' confidence in your group because they can see firsthand the work your program does. Try to demonstrate how the funds raised further the work that you are doing. Be prepared to explain where the funds go and why. Timing is important. Many fundraising efforts fail because they aren't sensitive to the cycle of the school year. Don't wait until exam time to begin fundraising. The image of your fundraising efforts should be relevant to the culture of your campus. Carefully think through potential events that your group could organize and make sure that they will appeal to the students on your campus. Above all, keep in mind the distinction between the ends and the means and don't let time spent fundraising take you away from running your program.

We know that fundraising in and of itself is not always a fun activity; therefore, we have attempted to come up with some fun (or at least relatively painless) ways to raise funds while having a good time and raising awareness. In fact, almost all of the events outlined in this handbook can have a fundraising component added to them — ask for donations, charge admission, sell products like t-shirts, etc.

IDEAS FOR FUNDRAISING

Book Bonanza

A "book bonanza," otherwise known as a book sale, can be an effective way to raise a substantial amount of money while raising awareness about literacy and your group's efforts. And they are relatively simple to organize, too. The concept involves getting students, faculty, staff, and community members to donate books to your group. These books can then be sold in a central area on campus, with proceeds going to support literacy work.

- ◊ To make a project like this work, extensive advertising needs to be done, starting about a month in advance. Put up flyers, run a Public Service Announcement, or place an ad in the newspaper announcing the event and asking for donations.
- ◊ About two weeks before the book sale, the books need to be collected. Spend several days with a table in a well-travelled area. Put up posters, make announcements, etc.
- ◊ For the actual sale, set up a table in a central area on campus. Sell books for a dollar or two each – everything you make is profit.
- ◊ An interesting twist might be to create a bookmark highlighting local literacy figures and telling about your group's efforts. This could be a great way to draw attention to literacy and to you group's work.
- ◊ Another idea might be to hold a bake sale or sell coffee at the same time. People could eat, drink and browse around.

Ideas in Action

Stanford, CA

Students at Stanford University raised approximately $1,000 for their campus literacy program through a book sale. The fundraising effort began with a two-week book drive, during which collection bins were set out in dormitories and campus departments. The students convinced local businesses to donate prizes for the dormitories which collected the most books, and thousands of books were collected. The students simultaneously promoted literacy by sponsoring a panel discussion featuring Stanford employees who were learners in the program and their tutors, offering a free screening of the film Stanley and Iris, and hanging promotional posters around campus.

After the students had collected all the books, they sold them in the center of campus for five days, with tutors in the literacy program staffing the tables. According to one of the student coordinators, "this is a great way to promote literacy"; many of the tutors capitalized on the opportunity to talk to other students about their involvement in literacy. The students also designed bookmarks promoting literacy, which they put in each book sold. Once the sale was underway, it was "relatively low-maintainence, and students and faculty could see that it was a good thing."

Library fines for Literacy

Have the campus and/or community library declare a Literacy Day, with all overdue fines going to support literacy work. This may not raise a lot of funds, but if advertised well, it could draw attention to literacy and to your organization.

Read-a-thon

This can be done in conjunction with a read-out or another event where students are staging a public reading event. Have students and other readers get pledges for each minute they read. It could be a painless way to tack on a fundraising component to an event that is already planned.

Concert

Pull together a concert on campus or at a local club. You can either design it as a fun event staged to raise funds for literacy, or it can revolve around literacy. Invite local bands to do a benefit concert, and strike a deal with a club to donate space and just charge for alcohol. Publicize it as a fundraising event to support literacy and as a raucous good time. Admission could be something like $5 and a book. It usually works well to publicize like mad and to try to sell advance tickets. You should also sell tickets at the door; but many times people will purchase advance tickets even if they can't go to the concert, and it also gives you an idea of what to expect. You might want to try and convince local or campus bookstores or music stores to advertise and sell advance tickets. Even if it is just designed as a fun event that just happens to support literacy, at some point someone from your organization should spend a couple of minutes talking about the local literacy needs of your community and opportunities for getting involved with your organization. Additionally, your group should set up an information table and distribute info. and sell t-shirts to interested people.

Ten Cents for Literacy

Strike a deal with your campus bookstore or a local bookseller to include an additional ten cent price to every book sold, with proceeds going to support literacy. To avoid confusion with cash registers and whatnot, you could even provide a can to go next to the cash register; then if people wanted to include the extra ten cents, the clerk could simply drop it in the can. Pass out bookmarks with literacy information when people buy their books. You could do a lot of publicizing, and could set up posters both with literacy facts and that outline where their money would go. This could go on for a day or a week, whatever; it all depends on what bookstores and students are willing to do.

Direct Mail Solicitations

Consider sending requests for contributions to local businesses and organizations. If your group has the people power, consider delegating responsibility for direct mail solicitations to one person. Your group could target local bookstores, restaurants, law firms, etc., and could use a form letter to request funding to support your group's efforts in literacy. Here are a few pointers to keep in mind as you are putting together your letter:

- ◊ Your campus-based program is addressing local literacy needs; people are more likely to support efforts that affect their own communities. In the letter, explain how your group is addressing literacy in your community, why you are fundraising, and where the funds will go.
- ◊ One idea is to target your funding letter to relatives. The same aunt who gives you socks for your birthday may be willing to contribute $5-10 to help your group.
- ◊ If you are able, work out an arrangement with a local power company, bank or telephone company to include literacy information in one of their mailings. This could be an excellent opportunity to ask for donations — or at least raise public awareness.

Ten Percent for Literacy

Another exciting fundraising possibility would be to couple your literacy group with local restaurants. On a specified day, restaurants could earmark 10% of all receipts to go to support your group's efforts. Send a letter to local restaurants, and follow up with a visit. Bill it as a community-wide effort by local restaurants to support the literacy work being done within your community, and offer to take care of all publicity relating to the event. On the big day, tell all of your friends to go off campus to eat.

Another twist could be to strike a deal with your campus dining service that would allow students to donate money off of their meal cards that could go to support literacy. This has been done at UNC-CH to support a campus group that is combatting hunger and homelessness. The dining service allowed students to donate up to $5 from their meal cards, and the group raised upwards of $400.

Movie Benefit

Many theaters will donate an evening's receipts to non-profit organizations. Ask around at local theaters, especially those most frequented by students at your school. If one agrees, work with the staff to select a movie and get to work on publicity. Likely, all publicity will be left up to your group, so how well you publicize will determine how much your group makes.

Pancakes for Literacy

The Boy Scouts haven't been holding pancake breakfasts for so long for nothing — they actually *can* make money. A pancake breakfast can be a pretty simple fundraiser. Find a central location that is sure to get a lot of traffic. Publicize well and charge three to five dollars for an all-you-can-eat pancake buffet. Your main cost will be food, but it should be possible to get stuff donated from local groceries. And you can cover yourself pretty well if you sell some tickets in advance.

Resources and Support

Other Quick and Easy Fundraising Ideas

- ◊ Collect membership dues from the members of your literacy program. Five dollars from each member doesn't hurt anyone's pocketbook too much, and it can go a long way toward paying expenses like copying and phones.
- ◊ Auctions and yard sales are always a good way to bring in money. Have group members, learners, faculty and other students donate items that can be sold to support your group. With everything donated, there should be very little cost involved in setting it up. If you sell concessions, it can bring in even more.
- ◊ Dances can also be great moneymakers, though there is usually a substantial cost involved in setting them up.
- ◊ Selling t-shirts has always been a popular way to raise funds. Printed up at $5-6 and sold for $10 it doesn't take long to raise a substantial amount. SCALE made close to $400 in about two days selling t-shirts at a literacy conference. The Warner Music Group is designing t-shirts with a literacy theme that can be sold to raise funds, and the SCALE t-shirt that says 'READ.' is always popular. Call the SCALE office if you'd like to order some t-shirts.

Ideas in Action

Chicago, IL

Support community economic development by ordering your t-shirts from the Dearborn Homes Resident Management Corporation. The Dearborn Homes Resident Management Corporation is a non-profit, community-based organization serving the needs and aspirations of 800 poor families living in public housing at Dearborn Homes in Chicago, Illinois. Four of the five staff members are residents of Dearborn. Their board of directors consists of fifteen women, all residents of Dearborn Homes. Starting in 1993, the Dearborn Homes Resident Management Corporation (DHRMC) will contract to operate the development, supervised by Dearborn residents.

One of the initiatives of the DHRMC is an economic development program for residents of Dearborn. They are currently operating a T-Shirt Venture, specializing in original and custom designed silk screened and fabric on fabric t-shirts. The goal of this venture is to create an economic vehicle that will not only generate revenue, but also establish vocational opportunities for the residents of Dearborn Homes. Proceeds from the sale of the t-shirts will further enhance existing programs currently operating at Dearborn, including a Mothers' Center, educational programs, and others dealing with employment and job discrimination. Prices are competitive. For more information about ordering t-shirts, call the DHRMC at (312) 326-3730.

STARTING A CAMPUS PROGRAM

Increasingly, college students are getting involved in literacy through campus-based literacy programs that provide direct literacy services. This section should help you in thinking through some of the variables involved in starting a campus-based literacy program. This will be a general overview. For more detailed information, you are strongly encouraged to order a copy of Literacy Action, a resource book on starting campus literacy programs published by the Campus Outreach Opportunity League (612) 624-3018. See the annotated bibliography for more information.

Determining Your Community's Needs

For students to be effective in working for change, it is important that our work be grounded in the realities of our communities. Who better understands local literacy needs than local literacy practitioners and new readers themselves? By working with these groups, college students can be assured that real needs are being met in the most effective manner possible. This collaboration with local people and organizations is one of the most important things that new and existing campus-based literacy programs can do.

Most campus programs trying to get college students more involved in literacy opt to work with an existing local agency: a local literacy council or community college, for instance. These groups often need volunteers, and it makes the job of the campus group much simpler. If the campus group serves as a placement center, the groups that it works with can help with orienting, training, and supervising volunteers. Collaborating with existing organizations can help with sharing resources and cut down on duplication of efforts.

If your group decides not to work with local literacy agencies and opts to develop an independent program, it is still important to know who is out there and what they are doing. Do your homework and be strategic. You probably won't be able to work with all the groups in your community doing literacy work, but a knowledge of what exists, and what their needs are will help in determining how your group becomes involved.

Asking Basic Questions Before You Begin

Once you've done research into local literacy needs and the types of programs already set up to address those needs, you need to consider a couple of questions.

First, what population does your group want to work with?

Do you want to create a mentoring program to work with at-risk youth in the public schools? Do you want to teach English as a Second Language to migrant workers? Do you want to work with a local correctional facility to start a literacy program for inmates? What are the areas of need and what are the skills and interests of those in your group? Once you've decided what population you want to work with, you need to determine: 1) is there an organization that already does the sort of work that you want to do; or 2) would a local group be willing to work with you to expand its program to include a literacy component for your target population?

Second, you need to think about how your group is going to get involved.

There tends to be a myth out there that the only way to get involved in literacy is through tutoring. This is not the case. There are many important avenues for involvement that go beyond tutoring. There are many campus programs that only do awareness-raising activities. They work with local literacy agencies to recruit volunteers and learners and try to raise awareness about literacy on their campuses. Other programs are involved on the advocacy level, pushing for increased funding, and trying to make literacy a legislative priority. The efforts of these programs cannot be overlooked.

As you discover what programs currently exist in your community, you will be able to determine if they need college student volunteers, and if so, how they can be involved. Perhaps you will find that your efforts could be best spent by working in a support role, such as doing periodic fundraising and recruiting work, organizing letter writing or lobbying campaigns, or helping with administrative tasks. Many local literacy groups need college students' expertise to help with using computers, sending out newsletters, and creating posters and flyers.

Ideas in Action

Here are some examples of the work that college students are doing in literacy education:

Danville, KY

At Centre College in Kentucky, college students sponsored a letter-writing campaign to build grassroots support for the Kentucky Literacy Commission's efforts to promote literacy. After receiving advice and consultation from the state director of the KLC, they organized a state-wide initiative to show support for the KLC's budget request from the state legislature. They contacted other college campuses, community colleges, and adult education classes, specifically targeting college students and new readers. They included information about each district's representative, a cover letter, and three separate letters of support for the KLC's proposal — one targeted for new readers, one for current readers, and another for college students and others. These letters could either be signed directly or used to write new letters.

Providence, RI

Students at Brown University serve many of the English as a Second Language needs in the Providence area. The Brown ESL Tutoring (B.E.S.T.) Programs involve college student volunteers in five separate ESL programs that teach English to immigrants from nineteen countries. The programs offer English classes that are stimulating, relevant to learners' lives, and help them gain the skills they need to improve their lives in the United States. Brown students commit to a minimum of two hours per week of tutoring and twelve hours of training per semester. The program is run by two full-time VISTA volunteers and collaborates with local service agencies. The B.E.S.T. Programs have developed their own training, and tutors are encouraged to develop their own curriculum based upon the specific needs of their learning partners.

Hanover, NH

At Dartmouth College, college student volunteers in the Book Buddy program read books in the homes of children referred by local school teachers as having difficulty learning how to read. Following a preventive approach to literacy, they focus on developing an excitement and enthusiasm for reading among children and seek to create a more positive and supportive atmosphere toward reading in the home. Book Buddies provide motivation, encouragement, and confidential referral services to parents and other family members who might be in need of basic educational assistance. The program is administered by student volunteer leaders with general oversight from the staff of the Tucker Foundation, the Dartmouth volunteer center. Tutors are expected to commit to two hours per week for two consecutive terms. Another Dartmouth program works to provide reading enrichment activities for children who are non-native speakers of English.

Cleveland, MS

Students at Delta State University are involved in literacy work through the Student Literacy Corps. The area in which they work, the Mississippi Delta, has been identified as having the highest rate of poverty and the lowest levels of educational achievement in the United States. The program teaches adults in reading and ESL. There are twenty-five learners and nineteen tutors involved in the program, and the numbers are growing each semester. The program works very closely with the local literacy council which serves as an umbrella organization for all of the literacy efforts in the county. The literacy council provides the training for the SLC program. Delta State recently received a seed grant from SCALE's Southeastern Seed Grant program to incorporate alternatives to the training their program utilizes and to establish greater communication and cooperation with the local community.

Lawrence, KS

At Kansas University, six students developed Students Tutoring for Literacy (STL), and outgrowth of the KU Student Literacy Corps program. The students approached faculty members and other students and discussed the idea of creating opportunities for students who aren't taking the SLC course to volunteer. With the support of two faculty members, the program has now grown to over 50 student volunteers committed to literacy. STL participants are the only one-to-one literacy providers in Lawrence, KS, where KU is located. They now work with over 50 teenagers and Adult High School students. Based upon the success of the KU students and the awareness they have raised, the city of Lawrence recently established a commission on literacy to more comprehensively address their community's needs. Training for college student volunteers is provided by participating students with faculty support. Students who have tutored previously come together to discuss the goals of the training based upon their experiences as tutors and the tools they needed to work effectively with learners. They then designate members of the group, along with faculty resource people, to undertake different pieces. In this way the training is more responsive to the needs of individual student tutors.

An executive board comprised of five college students administers the program. Students must have tutored for one year before becoming board members. One is charged with outreach to community organizations, another with publicity and fundraising. Two members are responsible for training and education about literacy, and the group's president fills the gaps as president/treasurer/secretary.

The options for involvement are as unlimited as the needs and goals of those with whom we are working. Keep in mind the time commitment involved and the nature of the work you want to do. Be aware of the philosophy of the local groups you might work with. How do they approach literacy? Is the program participatory? How will college student volunteers be valued?

It is possible that you will find that either there are no local literacy agencies, or that even if there are, your group would prefer to work independently. While creating your own literacy program can be an incredibly difficult task, it can also be very rewarding. Oftentimes, it is easier to structure your program around the goals of the learners if there is no organization dictating the curriculum you will use, the timeline for achieving certain skills, or the way you must work with learners in your program. It also provides an excellent opportunity for working with community organizations that focus their energies on other issues: groups trying to end race or gender discrimination, battered women's shelters, community centers, homeless shelters, tenants' rights organizations, settlement houses, etc. In short, organizations which would view literacy as a vehicle for accomplishing something else. It is possible that these groups might welcome the opportunity to add a literacy component to their work, and it would provide an excellent opportunity for making the curriculum relevant by having it focus around the work the organization is already doing.

Taking this approach requires a *really* serious commitment of time, creativity, and energy; and while it may provide greater freedom in the way that you do your work, you need to be able to commit to spending the time to do the job well. Factors such as student turnover, vacations from school, funding, and training become more of an issue if your group is working outside of local literacy organizations.

WHAT'S YOUR PHILOSOPHY ON LITERACY?

Now that you are starting to think about the type of literacy program that you want to create, it is time to think about the philosophy that will guide your group's work. Every literacy program has a philosophy, either tacit or stated outright. The important part is to be intentional about creating a mission statement that truly reflects your group's values. Many programs have a mission statement that talks about what they are doing, for whom, why, and how. This Campaign, for instance, has a mission statement about developing a movement and utilizing the resources of college students, new readers, and their communities to create long-term solutions to address literacy while breaking down structural barriers to full and effective participation in society. The participants in the Evaluation and Planning Summit, where this mission was created, felt that it was important to *stress the social justice message* which will guide the Campaign's work. Thus, the mission isn't just about getting students involved in literacy, but about effective coalitions for long-term action and working to end the root causes of illiteracy and oppression.

Before we get started in literacy work, we need to stop and think about the implications of why and how we get involved. Why we get involved in the first place and how we do our work in literacy determine many things. It can affect our relationships with learners, the types of materials used in class, even where our classes meet. If your program's philosophy is more about getting college students involved in community service than about meeting learners' needs, then schedules and logistics might be geared toward making it easy to get college students involved.

How to Create a Mission Statement

Think back through the goals you outlined when you decided that you wanted to start a campus literacy program. What needs were you responding to? How did you learn about these needs? What population is your program going to work with: children? migrant workers? adults in correctional facilities? homeless families? students in a GED program? Why did you choose this population? How are you going to work with them? How will your group work for long-term solutions to the problems you are addressing?

Work with your group's advisory committee to answer these questions and create your group's mission statement. Remember that it is important to include learners both on the advisory committee and especially in creating the mission statement of your program. Learners are the people who best understand the issues involved, and they can bring invaluable perspectives to the discussion.

Ideas in Action

Houston, TX

Literacy Initiative for Today, a campus-based literacy program at the University of St. Thomas in Houston, has a mission statement specific to the population it works with. The majority of the learners (95%) LIFT provides services to are Latin American immigrants or refugees. Their proximity to Mexico provides refugees and immigrants an easily accessible route to reach the states. Many of these individuals arrive in the US without any reading or writing skills in their native language or English. The mission of Literacy Initiative for Today is *"to provide a practical opportunity for non-English speakers to fulfill just human needs and obtain individual empowerment within American society."* LIFT achieves its goals by providing six-hour English as a Second Language classes every Saturday for community members. Additionally, community leaders are invited in to participate in open seminars which cover topics such as HIV/AIDS, community involvement, immigration and naturalization, as well as immigrant rights. Learners participate in the selection of topics based upon their needs and interests. LIFT does not believe it will eliminate illiteracy within the U.S. but it does believe it will provide an outlet for concerned individuals to facilitate some change and work towards long-term solutions to society's problems.

LIFT volunteers created a mission statement because they needed a sense of direction. Their program was in place: volunteers were recruited, classes were established, and the program was functioning. "But we lacked a sense of direction," said Henry Dominguez, a Saint Thomas student and a coordinator of the LIFT program, "we created the mission statement to provide a focus for our work."

To develop the mission statement, LIFT coordinators got together and started questioning and discussing both their reasons for involvement and the needs of the learners attending their classes. They then began to answer some questions: 1) What is LIFT, 2) whom does LIFT serve, 3) why does LIFT provide these services to this population, and 4) how will LIFT accomplish this?

Literacy for Social Change

As you can see from the mission statement of the LIFT program, they understand their work to be more than simply teaching English to non-English speakers. Their work is about literacy and citizenship, about helping people acquire skills that give them greater control and freedom in their lives. In addition to tutoring, the LIFT program has organized community forums around such issues as AIDS, immigration and naturalization, and the rights of immigrants.

The possibilities for this type of work are endless. For instance, if your literacy program works with a shelter for the homeless, you could use Section 8 forms, job or apartment listings, or savings account forms as part of the class. Class discussions and writings could revolve around how people ended up at the shelter and what it will take for them to get out.

Social transformation and social change are about changing the current balance of power. Programs following a social change model work to empower learners and help them to gain the skills they need to feel a greater sense of control over their lives. A vast majority of the literacy programs working for social transformation try to model their goals in the classroom. They do this by changing power relationships within the classroom.

Participatory Literacy Education

Participatory literacy education is an approach to literacy in which control of the education process is shared among all stakeholders. The skills and capabilities of learners are respected and all involved in the literacy program are encouraged to take part in the decision-making process. Not just administrators. Not just tutors. Not just learners. Everyone. In its most simple form, it means allowing learners to choose their own learning materials and to guide their own learning experiences. Many programs go even further, with learners serving on the advisory board and taking an active role in the governance of the literacy program.

Following a participatory model is often difficult. When we look back on our own learning experiences, it was the "teacher" who always told us what to do. For most of us, our only experience with participatory education was when we got to choose the topic of our next writing assignment. Even in college, most of us have little control over our education. We can choose our own classes, but professors and administrators still have most of the control over what we do.

Making our literacy programs participatory can ensure that they are relevant to the lives of learners and that they focus on the learners' goals. Learners might not want to read The Cat in the Hat; they may prefer *Sports Illustrated* or the speeches of Martin Luther King. In class or in the tutoring session they may want to talk more about a problem they are having at work than the placement of adjectives in English grammar.

SCALE has produced a workbook on participatory literacy education that explicitly talks about how to make campus literacy programs more participatory. For more information contact the SCALE office.

Picking the Right Curriculum and Developing the Right Materials

One of the most challenging tasks of any literacy program is developing a curriculum and deciding what materials to use in class. The task is made easier when learners can tell us what they are interested in, but it usually helps to at least have a rough outline of what you hope to accomplish in a literacy class.

Ideas in Action

Providence, RI

At Brown University college student tutors working with the Brown ESL Tutoring (BEST) Project are trained to develop a curriculum with their learning partners. Instead of all working from the same materials, tutors and learners decide for themselves what they are interested in. BEST has found that alternative methods based upon the work of Brazilian popular educator Paulo Freire are the most successful in meeting the real needs of learners. "In contrast to traditional approaches where tutors go out with pre-determined notions of what they will be teaching", explained Dana Tatlock, a VISTA volunteer working with the BEST program, "BEST trains them in methods of working with learners to determine their actual learning needs." The underlying rationale of this technique is that learner-generated materials are relevant to the lives of learners and are also at the appropriate skill level of the learners. By developing this material learners are involved in the learning process. Training also addresses issues concerning immigrant and refugee populations specific to each project. In addition to the training, periodic reflection meetings are held as well as workshops run by area specialists. Subjects covered include immigration law and Southeast Asian history and culture.

It is important for new and existing literacy groups to keep in mind that there are a variety of options for curriculum development. The curriculum can be developed with the learning partners, or with a community agency. Oftentimes, if a campus group is working with a local literacy organization, that agency will coordinate volunteer training, use a standard curriculum, and will coordinate placements of college student volunteers. There are several national programs with already established curricula and training methods. Many local agencies may utilize one of these models or they may have their own training and curriculum.

Both Laubach Literacy Action and Literacy Volunteers of America are national volunteer literacy programs which have established training and curricula and specific approaches to literacy. The Time to Read program is a curriculum program sponsored by Time Warner, Inc. All three programs have affiliate chapters throughout the country. If your community does not have a local agency, or if you are working independent of the local literacy group, you can either develop your own curriculum, or become an LVA, LLA, or TTR affiliate and use theirs.

There is an annotated bibliography in Appendix B containing suggestions for books, curriculum guides and training manuals to help those of you who are developing your own literacy curriculum and training. You can also try to work with the reading and adult education departments on your campus, if any exist. *The Multicultural Resource List* has many ideas for challenging and culturally diverse materials that can be used in literacy instruction. Contact SCALE for more information.

In what follows, we are going to attempt to encapsulate a variety of options for curriculum development. SCALE does not endorse any of these options specifically, and these do not comprise all of the options out there. Much of the following information comes directly from promotional materials distributed by the agencies themselves. If none of these fit your local needs, give us a call and we'll try to put you in touch with some other resources.

National Volunteer Literacy Efforts

Literacy Volunteers of America (LVA)

LVA was founded in 1962 by Ruth Colvin in Syracuse, New York. Since its inception, more than 200,000 volunteers have tutored more than 275,000 students in basic reading and English as a Second Language. LVA has two basic goals:

1) to create an environment in which adults and teens who lack basic skills are encouraged to come forward and continue their education

2) to make literacy services available to all who need and want them.

LVA works to accomplish these goals through its own programs and by collaborating with, and providing technical assistance for, other basic education programs. LVA targets adults and teens who read at a fifth grade level or lower, and those with limited English proficiency. These people are then taught in one-to-one tutoring sessions or in small groups.

LVA believes "well trained and supported volunteers can be effective tutors of adults, and that mobilizing the talents of large numbers of diverse kinds of people can make a significant impact on the problem of illiteracy." LVA utilizes a "learner-centered approach and whole language philosophy in its individualized tutoring of reading and writing, both in one-to-one and small group instruction."

LVA utilizes a whole language approach that looks at the entire process of reading and recognizes that people use their life experiences and knowledge of what makes sense in English when learning to read and write. A whole language approach "focuses on material tied to the learner's goals and interests and stresses the use of literature and 'real life' materials rather than basal readers." Tutors are encouraged to use a wide range of adult interest materials.

Tutors and students work through local LVA programs called affiliates. Both the national offices and state organizations provide support services to local affiliates and organizational members. LVA offers three basic kinds of technical assistance training: for tutors, workshop leaders and program managers, as well as special consulting services. It also sponsors an annual conference in the fall.

For more information about materials and support services, contact the Field Services Department at (315) 445-8000, or write to:

Literacy Volunteers of America
Box S
5795 Widewaters Parkway
Syracuse, NY 13214

Laubach Literacy Action (LLA)

LLA is the United States program of Laubach Literacy International (LLI), a non-profit educational corporation that manages a worldwide network of literacy programs.

The purpose of LLA is to enable adults within the United States to acquire the basic level skills in listening, speaking, reading, writing, and mathematics which they need to solve the problems encountered in their daily lives, and to participate fully in their societies.

To achieve this purpose LLA:

- ◊ enables local literacy programs to train and support volunteers who provide direct instruction
- ◊ encourages the selection of instructional approaches and materials appropriate for the individual learner
- ◊ considers adult learners to be equal partners in the learning process, and is committed to their empowerment and active involvement in the governing, planning and implementing of literacy programs and services
- ◊ promotes and encourages public interest in, and support of, adult literacy in the United States.

In response to the changing needs of local volunteer literacy programs, LLA has begun three initiatives:

1. Group membership is now available to any program that utilizes trained volunteers to deliver literacy services. It is no longer necessary for these groups to use instructional materials developed by LLA.
2. A new tutor training model (available in the fall of 1992) has a modular format which will provide more options and flexibility for local programs to develop tutor training workshops. It will focus on the development of the competencies needed to provide instruction to adults who want to improve their basic literacy skills.
3. Certification of trainers has been streamlined and updated to reflect the philosophy of local decision-making. Trainers and program managers will have a greater role in determining the qualifications and skill levels of those applying to be certified.

LLA works with the LLI publishing division, New Readers Press, to develop instructional materials and other adult literacy resources. In addition, LLA offers technical assistance, training, and resources in program management. The organization holds a national Biennial Conference and plays a major role as a sponsor of the National Adult Literacy Congress, a conference for new readers and literacy practitioners, held every two years. Almost 100,000 volunteers in local member programs annually provide tutoring to more than 150,000 adult learners.

For more information, contact the Field Services Department at (315) 422-9121, or write to:

Laubach Literacy Action
1320 Jamesville Avenue, Box 131
Syracuse, New York 13210

Time to Read (TTR)

TTR is Time Warner's nationwide literacy program. It is a volunteer tutoring program that uses innovative teaching methods and materials with adolescents and adults (age 12 and above) who want to improve their reading skills (4.0 - 8.0 grade).

TTR trains tutors to use magazines, comics, music videos and an activity-based curriculum to help learners enjoy reading, increase their vocabulary skills and develop life-long reading strategies. Tutors spend two hours a week for one year tutoring one learner or a group of two to five learners.

Started in 1985, Time To Read currently operates in 33 cities in 17 states, representing 113 program locations. TTR's community partnerships involve 41 businesses, 8 colleges and community colleges, 45 community-based organizations, 3 prisons, 33 secondary schools and 8 worksites. There are 2,005 volunteer tutors and 4,140 volunteer learners participating in TTR.

TTR is based on respect for the learner; a belief in the efficacy of peer learning and the group learning process, and concentration on real reading. It views literacy as a means of empowerment and feels that questions based on the readers' wishes or needs are a prerequisite for learning. Discussion is central to the program. Using popular magazines as "texts," TTR puts reading decisions in the hands of learners themselves. TTR engages tutors and learners in magazine reading using a 5 step Reading Process model. The model is based on the actual reading practices of fluent, mature readers. TTR focuses on reading for meaning and extending vocabulary and comprehension skills through magazine-based activities. In broad terms, the TTR program aims to:

- ◊ create enthusiastic readers who think about what they read and understand information and ideas
- ◊ develop independent readers
- ◊ provide and strengthen skill development through interaction between tutors and learners.

The Warner Music Group (WMG), a wholly-owned subsidiary of Time Warner, Inc., has partnered with SCALE in the *Literacy Impact* Campaign. The Time to Read program is a component of the Campaign.

Time to Read will be donated to 25 campuses participating in *Literacy Impact*. Campuses who decide to use the TTR approach will become campus chapters of the TTR program and will be responsible for:

- ◊ identifying a site coordinator to oversee the program
- ◊ recruiting volunteer tutors who will work with a learner of group of learners for 2 hours a week for the program year
- ◊ identifying learners (on campus, at a local community agency) who will commit to being tutored for 2 hours per week (A minimum of 20 learners is required for program start-up).
- ◊ locating a facility to be used for tutoring

As a TTR sponsor, each campus program will be provided, free of charge, the following program materials:

TTR Start-Up kit: Handbook of how to start up and operate your Time To Read program; TTR Approach to Reading (publication that details the theory and practice behind TTR); and a TTR Video which visually details the program.

Tutor Training for all volunteers: One six hour training session for tutors and one three hour follow up training session for tutors 6-8 weeks after program start-up.

Tutor Materials: Each tutor receives a TTR Tutor manual with activity sheets; one 1-year subscription of either *People, Life, Sports Illustrated, Money,* or *Southern Living Magazine*; and a dictionary.

Learner Materials: Each learner receives a TTR Learner manual with activity sheets; a music video instructional package; one year subscription to *Time* Magazine, and one-year subscription to either *People, Life, Sports Illustrated, Money,* or *Southern Living Magazine*; and a dictionary.

Programs with adolescent learners will receive a one-year subscription to *Time* Magazine and *Sports Illustrated for Kids* Magazine.

The Warner Music Group and SCALE will work together to select campuses that wish to sponsor TTR.

For any additional information, send the form in Appendix F to TTR Headquarters, Time Warner Inc., 1271 Avenue of the Americas, New York, NY 10020.

Working With Community-Based Organizations

By most accounts, the groups best able to reach and teach those most in need of help are community-based organizations (CBOs). They are usually formed by the communities of those that they serve — typically the poor and disenfranchised in society — Hispanics, African-Americans, welfare recipients, and farmworkers, for instance. CBOs usually link their educational services with community development needs, and their main focus is bringing about a larger change within individuals and communities rather than the improvement of basic skills. Community-based organizations take a holistic approach to meeting the needs of individuals and the communities they live in. According to Roberta Sorenson, formerly of the Association for Community Based Education (ACBE), CBOs typically teach basic skills within the context of the community and seek to: 1) build learner activism in the community; 2) develop leadership in the community; and 3) work to build the self-esteem and self- determination of individuals and the community. Because these organizations are of the community and address needs in a holistic way, their retention rates are 65-70%, as compared to 25-50% in more mainstream approaches.

ACBE explains that in CBOs, "the basic skills of reading, writing and mathematics are taught not as ends themselves, but as vehicles to greater participation in the world... and that the real triumph of learning to read and write is the newfound ability to take charge of one's own life." Community-based literacy programs are designed to move participants from a sense of being acted upon to a sense of being able to act upon their own lives and their communities. Most programs take place in a non-institutional and non-threatening setting, and utilize a participatory approach to education.

There may be community-based organizations in your community which are doing educational work, or there may be organizations willing to include a literacy/ continuing education component to the work that they're already doing. The Association for Community-Based Education has compiled a directory of CBOs. Call us at the SCALE office for more information about groups in your area. For more information about community-based education contact:

ACBE
1805 Florida Ave., NW
Washington, DC 20009
(202) 462-6333

It is probably easier to understand the work of community-based educational programs through examples of what is currently being done. The following are a few examples of community-based organizations and the type of work they are doing:

Bronx Educational Services (BES)

BES is a community-based literacy program founded in 1973. Its mission is to provide an environment where adults can share their knowledge and teach one another to read, write, and gain greater independence. Currently, 221 students are enrolled in basic literacy classes, ESL classes, as well as Spanish literacy classes. Teachers do not lecture, but rather, facilitate small and large group discussions. As a result, students are encouraged to collaborate rather than compete. Non-instructional activities at Bronx Ed. attempt to empower the students through activities such as voter registration drives, student government, theater work, a newsletter, and individual counselling. Students elect their peers to serve on a Board of Directors and a delegate committee which oversees and promotes the involvement of students in BES fundraising, teaching, recruitment and administration. All program participants are minorities; one half are unemployed and most cannot read at all. Students all live in the South Bronx.

The Germantown Women's Educational Project (GWEP)

GWEP was founded in 1985 to solve a problem that many women in the southwest Germantown section of Philadelphia face: an incomplete education. Offering two free three-hour sessions a week, they provide educational opportunities for women to empower themselves. Services are tailored especially for unemployed single mothers without high school diplomas. GWEP identifies itself as an adult literacy and life skills program for women, and it offers Adult Basic Education and GED classes as well as health and parenting workshops. GWEP offers flexibility in its programs and encourages suggestions for topics from students. Classes are offered three times a day, with childcare offered during classes. The program serves women ranging in age from 18-54; ninety-eight percent are Black, with incomes based primarily on welfare/AFDC payments. About 80 women and their children receive services each year.

The Piedmont Peace Project (PPP)

PPP is a grassroots organization made up of local folks from the Piedmont and Sandhills regions of North Carolina who work together to link social justice issues with the military budget. Literacy has long been an issue with the PPP. Because the materials they had been using were too technical and the words too difficult, they developed their own materials based on the language of the people. People are encouraged to move away from being just learners, toward being learners and instructors. According to George Friday, an instructor in the literacy program, literacy classes are "a tool that can develop in the learners a strong sense of self and their own needs" and that they provide "a place where they can speak out, take a stand, and express political ideas."

Working with CBOs presents exciting opportunities to get involved in community development work — and it can provide college students an excellent opportunity to learn about community issues — but it brings up a whole range of other issues, as well. For instance, CBOs, by definition, are of the community. Many college students would not be from the community that these organizations serve and, as outsiders, their support could change the dynamics of the organization. However, there may be ways that college students could play a part in supporting the work of these organizations. Do some research in your community, find out if there is a group that could benefit from the assistance of college student volunteers and work together to map out the best strategy for getting involved.

Dealing With Logistics

At some point, every literacy program has to wrangle with logistics — where meeting will be held, scheduling volunteers, dealing with school breaks, transportation, etc. Most logistical issues should not be too problematic to deal with — just be creative and flexible. Below, we've tried to provide some solutions to a few of the most common logistical issues faced by campus literacy programs.

Learning and meeting space

See what university facilities are available on campus. Oftentimes, there are empty classrooms that could be used for meetings and tutoring sessions. It's important to remember that many learners in literacy programs did not have good experiences when they were in school — settings that are too academic might be threatening for them. The volunteer center or another location might have comfortable, non-threatening space available for tutoring.

Your group may decide against using university facilities for tutoring, that it is more appropriate to use a neutral setting in the community. If so, there are many options for places to have tutoring sessions. Churches frequently open up space for literacy work. Public libraries have historically been involved in literacy, and they usually have space that is suitable for tutoring. Community centers are another possibility. You may want to ask at your local post office. Many have space perfect for tutoring, and the United States Postal Service has a longstanding commitment to literacy.

Scheduling and school breaks

It usually works best to encourage college student volunteers to commit to at least two hours per week for a minimum of one semester, preferably for a year. This is usually not too difficult for a volunteer to commit to and it provides a reasonable amount of time for a good relationship to be established between the tutor and learner.

It is very important for the learners involved with your program to be aware of the schedules of their learning partners. If someone is committing for one semester only, the learner they are working with should know well in advance. They can then make a decision about whether or not they would rather work with someone who can commit to a longer period of time.

School vacations should not be too problematic for the most part. If it is a short vacation, tutoring sessions can be put on hold for a week or so. Once again, it is vitally important that learners know about the schedule in advance.

Longer school breaks and summer vacation are a bit more problematic. Many schools have a 4-5 week break during the winter and most let out for around three months in the summer. This can obviously pose a few problems. Some solutions to the longer breaks might be to diversify your volunteer pool. You might want to bring in some community members, or university faculty or staff. For the summer months, recruit summer school students. You might also experiment with "team tutoring." The idea behind team tutoring is to have a team of two to three people who tutor a group of 2-5 learners. This can be beneficial for a variety of reasons. You can put experienced and inexperienced tutors together to help with training. Additionally, it provides stability to the process. For instance, if someone calls in sick you know that there will still be someone there to help out. Team tutoring can provide continuity, as well. Ideally, no more than one team member will change at any one time, thus ensuring the overall makeup of the team never changes too radically. Within the teams, you can always have at least one person who will remain in place through the longer breaks: a student who lives in town, a community member, or a faculty or staff person.

Transportation

Transportation can become a pretty tricky issue, especially if tutoring is done off-campus. In this case, you can use carpools or the public transportation system. If public transportation isn't available, ask the university to donate use of a vehicle to use to transport people back and forth. If tutoring sites are within walking distance, and especially if tutoring is done in the evening, be sure to stress safety and try to have people double up when walking at night.

If tutoring is done on campus, then transportation probably isn't an issue for the college student volunteers. However, there may be some learners who don't have access to their own transportation. Once again, try carpools, or have college students run shuttles back and forth. If learners need to use the public transportation system, make sure that they have well-drawn maps and instructions along with the telephone number of someone to call if they should not be able to find the tutoring site.

Childcare

Many adults who would like to attend literacy classes are unable because they lack childcare. Increasingly, campus literacy programs are trying to make these services available to those who come to their classes. Given the number of college students interested in literacy work, it should not be too difficult to find a some people to volunteer to supervise the kids for a couple of hours. Childcare programs provide excellent opportunities to work with the kids, as well. Children could be taken to a museum or playground. Reading groups could be organized. You could help them with homework.

Liability is a very important issue to deal with. Release forms and waivers may be necessary. Before instituting a transportation or childcare program, talk to the legal counsel of the university.

ORIENTATION AND TRAINING

Quality orientation and training are vitally important to the success of your program. These are your two first and best opportunities to explain your work to potential volunteers and to help them gain the skills they will need to be effective in their work. One of the most frequent complaints heard from volunteers is that they didn't feel adequately prepared to do their job. It is important to have the curriculum and training in place before bringing volunteers on board. Keep in mind as you develop your orientation and training that the faculty of your institution can provide much needed expertise.

Getting People Started

An orientation session will be your group's first opportunity to tell potential volunteers about program. One of the most important things that you can do is to make potential volunteers feel like a part of things. Keep the atmosphere laid back. Talk from personal experience. Tell them about potential roles that they could fill and let them know what is expected with each of the roles. As a general rule, it is best to keep an orientation pretty short, with community members and college students doing most of the talking. Some issues you will probably want to cover are:

- ◊ Roles and responsibilities
- ◊ Time commitment expected
- ◊ Who the volunteer contact will be
- ◊ Logistics of the program
- ◊ A brief history of the program

◊ Get help from someone in the community to talk about the community your program will work with and the issues facing it. Then discuss the needs of the community and your program's goals in relation to those needs. If your program is working with any community agencies, have someone who can give a brief background on each.

◊ End with asking people what they think they need to know to do their jobs effectively. Use this information to help in developing the training.

Training

Developing a training that prepares volunteers to be effective literacy tutors can be one of the most difficult tasks facing any literacy program. Most literacy education trainings last for 12 or more hours, continuing for more than one day. In these trainings volunteers learn about how to tutor, how to work with learners, how to develop curricula or use existing curricula, etc. One of the most important things to keep in mind is that the training is never finished, so don't expect to be able to cover everything. Even after the initial training is done, program participants should meet regularly for in-service trainings. Topics could include areas not directly covered in the first training, such as: current issues in literacy, Freirian approaches to education, family literacy, English as a Second Language, or using the newspaper in the classroom.

The first step in developing a training is to identify your goals. What skills do you want volunteers to have when they are finished? What understanding of your program and of its approach to literacy do you want them to have? Some of your goals for the training might include:

◊ Preparing volunteers for what to expect and what is expected of them

◊ Giving volunteers some information about literacy and literacy education

◊ Sensitizing volunteers to issues in literacy education and the community they will work with

◊ Teaching volunteers how to troubleshoot and deal with situations that may arise

◊ Giving them the skills they will need to do their job effectively

◊ Explaining who their main contact will be and how they will be held accountable

◊ Discussing participatory literacy education.

If your program is working with a community agency it is probable that they can take a lead role in the training. This is especially true if you are working with a local literacy council or an affiliate of LVA, LLA or TTR (or if your campus group is an affiliate). These three national programs have created trainings that all volunteers receive. Even if participants in your program receive training from an outside group, you might think about developing your own training components around the issues you feel are important. This might be especially true in regards to participatory literacy education. Few local literacy groups and community agencies will cover this in their own trainings. Many student groups have been very successful in designing trainings to supplement those received from local or national organizations.

Ideas in Action

Ithaca, NY

At Cornell University college students are involved in literacy through the Community Learning and Service Partnership (CLASP) program. Tutors are trained by a local Literacy Volunteers of America affiliate. Aleeza Strubel, a student at Cornell and participant in the CLASP program, took the initiative to create a supplemental training workshop for volunteers to provide CLASP participants "with a further opportunity to explore the issues relating to literacy that they and their learning partners may encounter during their partnership." The supplement was created because Aleeza and other college students felt there were areas not covered in the training they received. The supplement seeks to raise awareness among the college students of the complexity of the situations that their learning partners live with. "Hopefully," Aleeza said, "the workshop will spark a curiosity and interest in the students which will be matched by their commitment to work with their learning partner."

As you develop your own training, utilize campus and local resources, such as the School of Education, a local community college, or other members of your community who are knowledgeable on literacy issues. When developing the training and identifying people who could help you, look back to the goals and philosophy of your organization and try to find resource people who can train around those goals.

During the training it is important to let volunteers know how important their work is, what commitment is expected from them and how they will be held accountable. Provide them a clear job description with the expectations for their work. Let them know who the site coordinator(s) will be and how they will be evaluated. Some groups have found it useful to create a contract that each volunteer must sign before doing tutoring work. The contract could include the mission of your group, expectations, the code of conduct, etc.

RECRUITMENT: GETTING PEOPLE INVOLVED

Now that the curriculum and training are in place, it's time to start recruiting volunteers. There are several key words to keep in mind as you start developing a recruitment strategy: when, where, and how. The time of the year you try to recruit will determine the success that you have. Where you recruit volunteers has a huge impact on the types of people you attract to your program. How you recruit also determines the overall effectiveness of your efforts and impacts upon the types of students who may be attracted to your program. Be aware of how these three variables relate to the mission and goals of your program. Before beginning any recruitment drive ask yourself the following questions: what are the available roles? who will the volunteers work with? is the training in place? do we have a clear job description and clear standards for the work we need done? how many volunteers do we need?

Developing a Recruitment Strategy

The most important thing to keep in mind when developing a recruitment strategy is to make sure it speaks to the interests of possible volunteers. Put yourself in the shoes of a potential volunteer and ask yourself "why me?" and "why now?" What positions and roles in your organization are you trying to fill? What types of students are you trying to recruit? Do you need help designing a newsletter or flyer? Are you recruiting tutors? Are you trying to develop an advocacy campaign? The tasks you need help with will affect the way you recruit and the people you try to bring into your program.

A question to ask yourself before beginning is why people get involved in volunteer work, and specifically why people would want to get involved in literacy work. Some typical responses might be:

- to help others
- improve skills or gain experience
- enjoy the challenge
- feel useful
- make the world a better place
- personal connection to the issue
- want to work in their community.

Your efforts should speak to people's interests and should compel them to get involved.

How to Recruit

As a general rule your group should always use college students to recruit others into the program. It is easier for students to connect with one another than with a faculty person or administrator. Word of mouth recruiting is most successful, especially if students who are already involved talk to their friends and acquaintances. People respond best when asked directly, especially by someone they know. Here are a few guidelines for your recruiting efforts:

- ◊ Be enthusiastic; speak from personal experience
- ◊ Involving learners in recruitment efforts can be very effective. Learners, better than anyone else, understand the issues involved and the urgency of our work.
- ◊ Discuss the different positions available and the levels of involvement each entails
- ◊ Be specific about what is expected
- ◊ Be prepared to answer questions about the program — who is served, why they need the services, etc.
- ◊ Be persistent. If someone doesn't have time to commit to tutoring then suggest a one time job doing something else. If they have a good experience, they might want to continue.
- ◊ Get the name and telephone numbers of all potential volunteers, call them up and personally invite them to the orientation.

Where to Recruit

Where your group recruits greatly affects who ends up in your program. Depending on the goals and needs of your program, you may want to make a concerted effort to target people with certain skills and perspectives. In a large-scale recruitment drive, try to target areas of high traffic: dining halls, a central area on campus, dorms, meetings of other student groups, the student union, or campus library. It is frequently effective to place an ad in the campus newspaper, though you might have more success with a letter to the editor or an article about your program. An article in a faculty newsletter could bring in faculty volunteers and help identify possible resource people. Some groups have found it effective to include information about their programs in first year student information packets. Strategically placed posters and flyers can help to raise awareness about your group. Public service announcements on your campus radio station could reach a large audience. In all that you do, tailor your recruitment efforts to the culture of your campus.

Retaining Volunteers: Keeping People Interested

One of the greatest challenges of any volunteer program is keeping good volunteers. People get busy, drift off, or don't come back the next semester. So every year doesn't have to start off with a massive recruitment drive to bring in a whole new group of volunteers, we need to think about how to keep the people we've got. Obviously, some turnover is natural. After all, we're only in school for a few short years (though some of us take the longer track); but retaining good volunteers is necessary for the continuity of our programs and it needs to be a priority.

Retaining volunteers is largely an issue of management. It has to do with keeping open lines of communication, recognizing outstanding efforts, and making sure people feel like a part of what's going on. One of the most important steps your group can take is to let volunteers have a choice in what they do. Given a choice, they can select the roles that interest them and they will be more invested in the work that they do. Keep volunteers interested in the group. Diversify their jobs, let people take on more responsibility. Have periodic volunteer development in-services. If people feel valued for the work that they do and feel like they are constantly learning, they will be much more likely to stay involved.

It is vitally important that volunteers know exactly what is expected of them and how they will be held accountable. This can help avoid miscommunication and possible conflicts down the road. Have established ways for volunteers to receive and give feedback; give them some control over the program. If volunteers feel like they can have some input into how the program operates, they will be less likely to walk away if they disagree with something. Giving feedback to volunteers is very important. It provides them with needed evaluation and lets them know that they are being held accountable.

Recognizing the efforts of volunteers can show them that they are a valuable part of the program. Touch base with your volunteers as frequently as possible. Make a phone call, drop a thank-you note, or send a birthday card. Call if someone misses an appointment. Get a local theater to donate tickets to a movie and give them to the people in your program. Organize an end-of-the-year party with certificates and awards.

Keeping good volunteers should not be too difficult if you think about it. Look for signs of burnout and try to immediately schedule a meeting to talk to the person. Be aware when someone has done an excellent job. Never forget to say thanks.

Spending time on reflection can also help in retaining volunteers. Reflection gives people time to process their experiences, to talk about how they feel, and to start asking critical questions. See the section on reflection for more information.

Implementing and Coordinating a Program

The mission and goals of your program have been outlined. The curriculum has been selected. The orientation and training are in place. Volunteers have been recruited. So now what? Let the games begin!

After you have selected the sites where your group will work, select and train site coordinators to work with the volunteers at each location. These site coordinators will have the most direct contact with the volunteers in your program. Depending on their role, they could also be the ones who do most of the direct problem solving with schedules and other minor conflicts and glitches.

After selecting site coordinators, create lines of communication, responsibility, and accountability. How is the program coordinator held accountable to program participants? How do tutors report back to the site coordinator? Are regular meetings established between the site coordinators and the program coordinator? Make sure that volunteers know how they can give feedback and check in with the site coordinators.

Regularly scheduled meetings of the entire group are a good idea to keep everyone abreast of current issues and to provide space for reflection and feedback. Regularly scheduled meetings provide a forum to allow those involved in literacy programs — college students, learners, and others— to meet and talk about their experiences, concerns, questions, and ideas. These meetings are necessary for group unity, mutual support, and for program growth and development. Providing space for all involved to talk through issues leads to a greater sense of shared purpose, and a greater feeling that all have a say in the direction of the program.

Evaluation: Keeping Yourself Accountable

Holding people accountable to a given job assumes that there is a system of evaluation in place. How will your group measure whether or not it has been successful in reaching its goals? Establishing a process for evaluation allows an opportunity for the group as a whole to be held accountable.

Typically, there are two components to an evaluation: a process (formative) evaluation — looking at the way your group operates, and a product (summative) evaluation — looking at the outcomes of your group's efforts.

A process evaluation would look at things like:

- ◊ How decisions are made and who makes them
- ◊ How communication happens
- ◊ Whether people feel like they have the information needed to do their jobs
- ◊ How good people feel about working in the group
- ◊ If people feel like they are gaining practical skills

A product evaluation might look at things like:

- ◊ Whether learners are gaining new skills
- ◊ How many college students got involved
- ◊ Whether these college students have been empowered to see themselves as being able to contribute toward social change
- ◊ The number of learners reached
- ◊ The results of efforts at advocacy and awareness

Often, product evaluations are harder to pull off than process evaluation because they look for a quantifiable end result. Frequently it is difficult to quantify the results of our work, especially if we do not use standardized tests. However, there are ways of creating evaluation systems that truly evaluate the work of our programs. It is important to seek feedback from everyone involved in the program — college students and learners. If we are going to hold our programs accountable to our goals, then we must include learners in our evaluation.

REFLECTION

It is only by thinking about and discussing what we are doing, for whom, and why we are doing it, that our understanding of the issues will deepen and our work will become more effective. This process of praxis, or action and reflection, is integral for developing and strengthening our work. By using our action to promote reflection and reflection to strengthen our action, we can be assured that our theory and action are self supporting, that our work is grounded upon a solid base.

Creating the time and space for reflection allows us the opportunity to step back and begin to ask those critical questions. Reflection can serve many purposes for a campus literacy program. It gives participants an opportunity to talk about their experiences and how they feel about the

work they are doing. This gives us the chance to learn from each others' experiences. It can put things into a larger context when people start to ask questions about their work – why they have to be involved in literacy in the first place, for instance. Reflection also gives us time to problem solve, to think through the issues we're facing and to try to create solutions. Giving ourselves time to think and reflect informs our action and strengthens our programs.

Earlier in this handbook, we discussed the need to re-examine literacy, to broaden our understanding of the term and its implications. One of the ways to start doing this is to talk to our peers, those we work with in our literacy programs. In Appendix C, we have created a series of exercises, scenarios and questions to spark discussion among those involved in your campus literacy program. They can help begin the process of challenging our own views and assumptions. Use those that speak to your needs, and view them as a starting point to develop your own. If your group has regular meetings, try to incorporate some of these exercises into your on-going work; and if your group doesn't meet regularly, you might want to think about using meetings as a way to develop your program and to support volunteers.

Other issues to keep in mind and to maybe develop your own discussion modules around include such things as: racism and education; who should make decisions in a campus literacy program; the uses of literacy; literacy and culture; utilizing culturally diverse materials in literacy classes; respect for learners; and issues of responsibility, etc.

See Appendix C for a series of modules for discussion and reflection. The modules entitled: "What is Literacy", "Participatory Literacy education; or Sharing Power in Our Programs", and "Perceptions of Non-Literates" will be especially useful for students just beginning their work in literacy.

STRENGTHENING A PROGRAM

This section is intended for use by existing literacy programs trying to strengthen and develop their on-going work. Much of the information from the previous section will also be useful — pick and choose the components that best speak to the needs of your program.

After campus literacy programs have been up and running for a year or two, they are confronted by a period of intense change. Many of the people around when the program started, including the students who started the program, begin to graduate, and the program has to institutionalize itself. It is often difficult to move from being a personality driven organization to one that is self-sustaining and self-perpetuating. But this change can be revitalizing and invigorating as well. What needs to happen for the campus program to survive this change, though, is for the students involved to make a concerted effort to institutionalize the program. This can be done through opening up the leadership for new students and through creating by-laws and other set procedures to ensure the continuity and integrity of the program. On a program-wide level, it is time for students to start to challenge themselves and to try to take their work in new directions.

Next Steps

Okay, so your program has been doing literacy work for a while. Now what? Are students still excited about the work they are doing? Does your program still have the same zeal and sense of mission? Are people frustrated that you haven't yet solved the literacy problem in your community? Are the members of your campus program ready for something different?

Experienced campus programs are in an exciting position to branch out into new directions and to try new things. They have extensive experience to draw from, and the basic mechanics of the program are well-enough developed to allow for some experimentation. There are several things that can be done to further develop an existing program.

New Readers - New Leaders

One of the first and most direct steps campus programs can make to take their program to a higher level is to involve learners in the program leadership. Involving learners from our programs in the actual leadership is a logical step from involving learners on advisory committees and participatory tutoring approaches that share power in the classroom. Learners have a valuable contribution to make in the day-to-day governance of a campus literacy program. They can help in further refining the goals and mission and in developing more comprehensive orientations and trainings. There are many strengths learners can bring to a program such as commitment, personal insight into the issue, and great verbal communication skills, to name but a few.

"New readers and adult learners need to be invited to be involved on all planning committees and to be a part of all phases of the program," says Toni Cordell, an adult new reader and former SCALE summer intern, "my strengths are different from your strengths. I am not a college student. I know who I am. There may be things that I can do that you cannot. Our relationship needs to be mutually respectful of who we are, our abilities, and our goals."

She says that "New readers want to feel like [they're] a part of what's going on." Involving new readers into the program means the new reader needs to be treated as an equal, though they may need a bit of help navigating the print material involved. A first step might be to invite learners to give advice or feedback on an issue of concern to the program. This can open up the relationship by showing that the program values information the learner has.

Often, learners are reluctant to get involved in the program outside of the tutoring relationship. If the college student learning partner is the one who initially asks the learner to take on an increased role, then they can figure out how the learner feels and work within the limits that they create. "You have to ask, though," Toni explains, "once one learner gets involved the others will know its safe to do so."

There are many things your program can do to assist learners in taking the step to becoming more involved in the program. Toni recommends starting a discussion group for learners in which they can get together and talk about their experiences. "When we find other people who are going through the same things, it fosters self-acceptance — 'oh, maybe I'm not stupid after all' — and it helps us see that it's not our fault," explains Toni. Ideally, the support group would be lead by a learner herself, though strong leadership has to be in place for that to happen.

We may need to create the space for new readers to develop these skills. Sometimes, we may even need to invite a new reader organizer to come into our program to facilitate the process. Toni recommends that if your group has the ability to draw even a few learners together to come in for a non-tutoring discussion that you do so, even if a new reader from outside of the community has to be brought in. "You've set an example for the learners," she explains, "the program may need to give a role model to begin to help learners in your program see the options and opportunities. It's an issue of empowerment."

Anna Mae Kuchta, a new reader and staff member at the Pittsburgh Literacy Initiative of Goodwill, has written a resource book entitled Forming a New Reader Support Group. If your campus program is trying to develop ways of better supporting its learners, her resource could prove invaluable. Her book costs $10 and can be ordered from the Pittsburgh Literacy Initiative of Goodwill, 2600 East Carson St., Pittsburgh, PA 15203. The phone number is (412) 481-9005 ext. 214.

Here are guidelines about working with learners Toni feels are important:

- ◊ Learners don't need to be taken care of – they're not children
- ◊ Be ready to help without being overprotective
- ◊ Respect learners desires to learn from certain materials
- ◊ Respect who the adult is and what she needs
- ◊ The most important thing about bringing new readers into the program is the attitude of the people in the organization. Be sensitive to body language and be patient.

Ideas in Action

Gather, National Alliance of Adult Learners

Recently, new readers from across the country held a meeting in Pittsburgh to map out a strategy for how learners can be involved in literacy on a national level. This meeting was the first of its kind. The participants formed a group called Gather, which will be involved in advocacy work on a national level. The idea for Gather came from new readers who saw the need for learners to take a more active role in literacy work on a national level. "We felt that the methods of the ways they teach now and how they approach literacy are not addressing our needs. In the past, directors have always wanted to tell us what our needs are. Now, we're trying to tell them what our needs are, by acting and not waiting for the 'missionaries' to tell us what to do," said Sam Santiago, an adult new reader who helped to develop Gather. There are currently 30-35 new readers who are part of the group. Most are student leaders and have been actively involved on new reader boards and committees in their regions.

"We need an opportunity to show what we can do – for literacy and for ourselves. The literacy providers need to listen. This group helps to empower ourselves, because we do need to learn to do for ourselves," Sam continued, "let us help you and stop looking at us like we don't know things because we're learners. New readers need to be involved because we know what is needed."

For information about new readers who can speak on your campus, contact the SCALE office, LVA, LLA, Toni Cordell or Marty Kinsterbusch (call the SCALE office for their address).

Look Ahead: Build New Leaders

As we discussed above, one of the greatest challenges in any campus volunteer program is ensuring continuity after the original group members have graduated. The best way to ensure this continuity in your program is to open up leadership opportunities for new group members. Have a first year student or sophomore serve as a site coordinator or take on other increased responsibilities. The greatest success of any program coordinator is to be able to leave the program and be hardly missed. This should be one of the goals of the current leadership. SCALE recently completed a resource book on developing student leadership. Contact the SCALE office for more information.

Educate For Social Change

Experienced literacy programs are also in a position to make a commitment to beginning to explore what a belief in literacy for social change could mean for their program. Do some reading. Look in the annotated bibliography for some potential books or do some research and come up with your own. Work to develop a curriculum around literacy for social change, one that encourages discussion into the issues facing our communities. Start making links to other issues in learners' lives. If you haven't done so already, partner with a community agency that deals with other social issues: a homeless shelter, drug rehabilitation clinic, teen center, or settlement house. There are several models across the country where literacy programs in homeless shelters have been successful in helping residents work to change their condition, for instance.

Your group could also choose to get involved on the advocacy level, supporting legislation for increased funding for literacy, for instance. Many students are becoming frustrated at the lack of support for their work and are becoming more involved in efforts that shape legislative priorities. Do some research into current legislation affecting literacy in your state and organize a letter-writing campaign. SCALE is currently doing research into pending legislation on the national level; call the office if you would like more information.

You might want to get involved with the literacy community in your region or state. There are many opportunities to learn more about literacy and to get involved on a wider level through attending conferences or through joining regional or local coalitions. Once you've gotten some experience, let your voice be heard! SCALE is always looking for people who want to work on the "Big Picture." Don't let the experience and insight you gain from local and regional literacy work go unheard. Help us think of ways that college students can become a more integrated voice in the literacy field. Do some research to figure out how you can stay involved in literacy after you graduate.

KEEP TRAINING

An important step in ensuring that your program maintains the interest of its volunteers is to continue to hold in-service and other trainings that help to build the skills of program participants while encouraging discussion into new issues. Develop a training around poverty and literacy, racism in the funding rates for public schools, the changing standards of literacy, or the feminization of poverty and how that affects intergenerational literacy. Consider having weekly or biweekly lunch discussions. Hold a retreat for program participants and use the weekend for team building, training and goal setting. Invite a speaker to come talk to your program. Do something fun – go on a picnic or play ultimate frisbee.

Ideas in Action

Chicago, IL

At the Blue Gargoyle, an adult literacy program at the University of Chicago, college students are finding new and creative roles for new readers and learners to perform at trainings for college student volunteers. At a recent training, they formed a panel of literacy students to observe and comment on the training workshop and to evaluate the workshop when it was finished. They also helped pair up literacy students and tutors to work together. Rather than passing out a biographical sheet on the population the program works with, the panel of literacy students spoke for themselves and about themselves. They talked about why they came back to school, their goals, and the obstacles which prevented them from learning when they were younger. "It was invaluable for our trainees, who are sometimes apprehensive about starting to tutor an adult they've never met before," explained John Connor, the Adult Literacy Coordinator at the Blue Gargoyle, "our trainees felt that the presence of the literacy students made the discussions in the workshop more relevant, more lively."

ROAD TRIPS: NETWORKING WITH OTHER CAMPUSES

Another way to more effectively meet the literacy needs of your community is to work with other area universities to form a literacy coalition of campuses who can work together, share resources and ideas.

Ideas in Action

One of SCALE's programs, the Regional Organizing Network, was created to promote regional organizing around literacy. The program currently works in states east of the Mississippi with teams of students from selected institutions engaged in networking with other campuses in their regions. See the next page for some examples of the work done by Regional Organizers:

Upstate NY

Organizing a literacy conference in upstate New York that brought together college students, new readers and literacy practitioners. At the meeting, representatives from seven colleges discussed their programs, goals, and specific programmatic needs. The group planned an Upstate Coalition conference for the fall, at which each representative involved in the planning conducted a workshop; a roundtable discussion with new readers was also held. Seventy students, faculty, administrators, and new readers from seven area schools attended the conference.

Chicago, IL

Forming a partnership with a local housing development. Students from the University of Chicago and residents of Dearborn Homes are forming a partnership in which college students will be active in working with the children at Dearborn Homes and assisting with other educational programs. They have slowly begun this process with a mentoring type program for Dearborn kids. On many weekends, the kids are taken on field trips to places such as museums and art events. Each kid is paired with a college student who attends the event and then works with his buddy afterwards to write or express his feelings about the experience through a variety of activities.

Vermont and New Hampshire

Pairing schools within their region to allow schools with literacy programs to be a buddy to schools interested in starting a program. Last year's Regional Organizers at Dartmouth contacted almost all the schools in Vermont and New Hampshire to find out about the campus programs and introduce themselves as Regional Organizers. Part of their work involved matching up existing campus programs to assist students on other campuses in forming literacy programs at their institutions.

Houston, TX

Over the past year, a group of representatives from Houston colleges and universities have developed an informal network, the Higher Education Alliance for Literacy (HEAL) to promote literacy in the Houston area. The primary organizers have been from the University of Saint Thomas, Rice University, and the University of Houston. Input has also come from representatives of Texas Southern University, UH Clear Lake, and North Harris Community College. HEAL was formed because students from Rice, UST and UH felt that they could be more effective if they worked together rather than alone. This coalition allows them to speak with a louder voice; share ideas and resources; and to fill the gaps in one another's programs by helping with trainings, volunteer opportunities, and learner referrals. Additionally, it allows for the possibility of applying for joint funding.

Throughout the year, HEAL has been supported by the Houston READ Commission and SCALE. In September 1992, HEAL conducted a conference called "Reading Between the Lines: a student conference on literacy and social justice." The conference was designed as an educational and awareness even for both experienced and new tutors, and served as a forum to discuss and critically examine issues involved in literacy education. Adriana Montano, a student at the University of Saint Thomas and an organizer of the conference, said that the conference is one way "to make people more aware of the need to do something about illiteracy and to get people to commit to work to end it." Conference presenters discussed such issues as: the political dynamics of literacy work, the role

of drama in teaching, at-risk youth and adult education among Hispanics, jobs and careers in literacy, participatory education, language and culture, and program models addressing literacy and social justice.

Bekra Yorke, a graduate student at Rice University and an organizer of the conference, said that they held the conference to "enhance [their] understanding of the isues involved in literacy work, and the most appropriate and effective ways for us, as college students, to contribute." "In particular," she continued, "we wanted to broaden the usual context of discussion to address political and social causes and consequences of illitracy, and ways that these issues should influence our efforts."

The conference was the first activity coordinated by HEAL. As the organizers said, "This conference is not an end in itself, but a beginning." Further meetings of HEAL will be held throughout the fall to set an agenda for future action. Possible joint activities include: public awareness events, letter-writing campaigns, trainings, tutor/learner support groups, and retreats.

Strengthening a Program

V

KEEP THINKING: MORE THOUGHTS ON REFLECTION

There are many exciting opportunities for an experienced program to strengthen its work through reflection. By this time, many volunteers have extensive experience to draw from and are probably ready to begin asking more serious questions. You've been doing literacy work through tutoring, so now what? How do program participants understand the work they are doing? There are many issues in literacy that volunteers in new programs are probably not ready for, such as claims that many people who "graduate" from literacy programs don't go on to better jobs; that education as conceptualized in this country can be seen as a way to domesticate our citizenry; and that by teaching literacy skills, we may be contributing to this domestication. Or that our *volunteer* efforts in literacy may be co-opting the possibility of increased governmental action.

Reflection should be integrated into your program's on-going work, and focused time should be spent on reflection by the entire group. Consider holding lunch discussions or set aside time for reflection during your group's regular meetings.

See Appendix C for some modules for reflection that can help spark discussion into critical issues in literacy. These modules ask some tough questions, and group discussion should be facilitated by someone with extensive experience in literacy. The modules entitled: "The Value of Education: the 'Magic' of Literacy", "The Rhetoric of Literacy", "Diccionario Mojado: Wetback dictionary. A Look at the Nature of Language", and "Functional Literacy" will be especially relevant to students who already have some background in literacy. For further ideas, see the Annotated Bibliography.

PUBLIC EDUCATION AND AWARENESS

Public education is an effective mechanism for recruiting volunteers and for educating students and others in your campus/community about what literacy can mean. Hopefully, these efforts to educate your community will help people to understand the importance of literacy and will lead to more people becoming involved in literacy work at all levels. Additionally, the exposure we can gain from public education and awareness initiatives can help establish name recognition for our programs, thus helping to institutionalize our work on campus.

We all know volunteers are vitally important to our work: local literacy agencies are limited without them, campus groups fold if students aren't interested and don't get involved. Students will never be an effective force in literacy work on a wide scale if we do not continually try to educate our peers, and recruit them to help us in our work. But if we are to be effective at all, we need these people to be committed to really exploring what literacy can mean. In the long run, *Literacy Impact* is more about public education leading to thoughtful action than awareness alone.

Fundamentally, we must change the public's perception of the literacy "problem." This Campaign is not about flashing up a bunch of statistics to prove there is a problem. We want to take this as a starting point, and begin to look more seriously at what we can do to promote literacy. We need to start thinking creatively about ways of re-framing literacy, of looking at the issues in a more fair, honest, and realistic way. This has not been done before on a large scale, but we have included some ideas, and we hope they help spark more ideas.

Please think about all aspects of your program as you plan and implement your public education and awareness ideas. For example, when your group meets to plan and develop public education events, you could start the meeting off by doing the module on the rhetoric of literacy. This could set the tone for your planning and the way the public education part of *Literacy Impact* is organized on your campus. Use information from the overview and reflection sections to promote discussion on a campus-wide level.

Public Education and Awareness

VI

STRATEGIES FOR EFFECTIVE PUBLIC EDUCATION CAMPAIGNS

Before launching any public awareness or public education initiative, stop and clarify your goals. What are you raising awareness of and why? What view of literacy and those without literacy skills are you promoting? Why are you launching a public education campaign? What do you hope to achieve? How are people encouraged to get involved? Spend some time clarifying both short and long-term goals for your campaign. For example, a long-term goal might be to end illiteracy in your community. A short-term goal might be to recruit 25 new volunteers. What will it take for you to reach these goals? Who can help your group in putting together a public education initiative. Your group's work will be strengthened if initiatives are planned in conjunction with community groups.

It would also be effective to involve new readers in planning an awareness initiative. They best understand the issues and can ensure that non-readers are accurately portrayed. New readers can bring skills that you may lack to an awareness initiative: speaking from their own experiences in front of classrooms and on campus is a powerful way to get across your group's message.

Make it Personal. As a general rule, public education campaigns work best if they personalize the issues and help people see the connections between themselves and literacy. Putting the issues in terms people can relate to — a poetry reading, read-out, readers theater, or dramatic storytelling event, for instance — can be compelling without beating someone over the head. Make sure the events you organize to raise public awareness are relevant to your campus culture, and select the events that will most speak to the interests of your campus community.

Think Audience. Try to tailor your awareness initiative to the audience you are trying to reach. If it is an audience that responds to academia, then talk about literacy in those terms. If you are targeting a group of students who firmly believe in social equity and social justice, then focus on their interests. However you target your message, push at the outer bounds of what the group is ready to hear and, fundamentally, don't compromise your message to tailor it to a specific audience. Likely, if you have to change your message too much, then the people you are speaking to won't be the types who would be inclined to be sympathetic.

If other campuses in your community have groups focusing on literacy, try to partner up with them to organize joint public education initiatives. This can help pool resources and can magnify the effects of your efforts.

Think National. Keep in mind that there are already numerous national efforts to raise awareness about literacy. To strengthen the effect of our efforts as well as to avoid duplication, you may want to coordinate your group's efforts to correspond to some of the dates that activities will be held across the country. For example:

- International Literacy Day is September 8
- National Young Readers Day is November 11
- Literacy Volunteers of America Week is the first full week in September
- National Library Card Sign Up month is September 1992
- *Literacy Impact's* National Action Week is October 25-29, 1993.

IDEAS FOR PUBLIC EDUCATION AND AWARENESS

This section attempts to outline a variety of ideas and suggestions for ways to raise awareness on your campus and to educate students and community members about literacy through activities and events that look at the power of the word, the idea of many literacies or intelligences (which basically says that different people have different skills and that different societies value these skills in different ways), issues of language rights, etc. While you are planning, try to think of ways to include other campus or community groups in specific projects. For example, in an awareness event like readers theater or dramatic storytelling, invite groups involved in drama. If you have a reading of banned books, invite students from a literary society, or the school of journalism. The impact and effectiveness of your activities will likely be strengthened if you develop them in conjunction with local organizations. Throughout all of your efforts, continue to brainstorm about how to build a broader coalition of individuals and groups who have a stake in literacy or who have particular areas of expertise that could help in your group's efforts.

As you are planning public education and awareness events it is important to ask yourselves some critical questions. What does this awareness lead to? Are there avenues for people to get involved, either in direct service or in a support capacity? Does your program have mechanisms in place to deal with increased numbers of interested people? What is the next step after more people want to get involved: Do you have training lined up? Petitions to be signed? Support roles to be filled? The bottom line is that increased awareness in and of itself means very little; it is important only for the action it leads to.

Readers Theatre

Readers theatre, or the dramatic interpretation of literature, is a medium involving a group reading of a literary script which consists mostly of dialogue between two or more characters. Readers read from a prepared script and sit in front of the audience on chairs or on stools, and help the audience to imagine the characterization, setting and action through voice, facial expression, and tension rather than movement. Readers theatre has been called the theatre of the mind, for it doesn't usually involve costumes, scenery, or movement. The audience is left to understand through the dialogue of the characters and occasional narrative bridges by a narrator, who can set the scene, and fill in gaps between dialogue.

Frequently used as a way to make literature fun for high school students, it is an effective and interesting way to draw attention to reading, and the worlds and ideas that it opens up. Because the readers read from a script, they are relieved of the task of having to memorize lines, and can devote their energy to their presentation and to having fun. As a form of drama, it

has been performed both on and off Broadway and on college campuses for years. Usually, specific scenes from novels or stories, plays, biographies, folk tales, or entire poems and short stories are adapted for presentation.

One of the most exciting possibilities for readers theater is that in addition to drawing attention to the process of reading, just as much attention can be given to what is read and what is available through reading. For example, people could read Maya Angelou's I Know Why the Caged Bird Sings, or adapt a scene from Narrative of the Life of a Slave Girl, the writings of new readers, the poetry of Langston Hughes, or the short stories of William Carlos Williams. Anything can be presented, any theme discussed, and any problem raised for discussion. There are immense opportunities for looking at reading as a tool for understanding, for sharing stories about our lives and making sense of the world we live in.

Readers theater also presents the opportunity for celebrating local culture. For instance, schools in the Mississippi Delta region could read from the works of some of their region's great writers, building pride in local history and culture. The works of William Faulkner, Zora Neal Hurston, Robert Penn Warren, Flannery O'Connor, Truman Capote, or Ernest Hemingway could be presented in a literary celebration of southern culture.

Many campus drama groups participate in readers theatre. You might want to contact the drama department or a campus theater group to find out more about readers theatre and to possibly stage an event. If your group is interested in learning more about readers theatre and would like more information, a useful source book is Readers Theatre Handbook: A Dramatic Approach to Literature, by Leslie Coger and Melvin White.

The following are a few tips on choosing and scripting materials that we've drawn from their book:

- ◊ Choose a piece with strong evocative power that pulls the audience into the story and makes them feel or empathize with the character
- ◊ Choose a limited number of interesting and compelling characters; use only those that are absolutely necessary for understanding the piece.
- ◊ The characters should exhibit action of some sort — interior or exterior.
- ◊ Make sure that the segment is self-contained and that it exhibits a sense of wholeness or completeness. This doesn't mean that excerpts and pieces of sources cannot be read, but only that these segments need to be coherent wholes reflecting the feeling of the work as a whole.
- ◊ When selecting a script, read through the entire work that you are drawing from. Consider why the work was written and what the author was trying to say. Then, choose the particular scene(s) that you want to use and read through them again, highlighting the lines that must be kept for the piece to retain its meaning. Eliminate any unnecessary narration or description (the narrator can bridge lapses of time and scene, or can summarize certain passages).

◊ When performing, the readers should sit in a semi-circular (or other non-linear) arrangement. Introduce characters with a description of who they are and what role they play. The narrator can set the scene and discuss preceding events.

Literacy Panel Discussion

A literacy panel is a great way to teach others about the issues and to bring a variety of perspectives to a discussion of literacy and the role the students can play in working to promote literacy. A panel discussion is also a great way of assuring that issues are raised in a way consistent with community needs. Here are some ideas to think about:

◊ Call on contacts you have made in the community, *i.e.* a practitioner from the local agency you work with, a teacher in an adult basic education class, or a professor on campus with expertise or interest in literacy.

◊ Student leaders should be included. Focus on student involvement in your area, and have someone from your program talk about the work you all do or would like to do.

◊ If at all possible, include adult new readers or learners from local programs. These are the true experts on illiteracy, and they can provide insights from their personal experiences.

◊ One thing to do with panel discussions to make them more interesting and more participatory is to allow speakers to alternatively ask and respond to questions of one another. Start off by asking a question of all speakers. Let half speak, and then let the other half respond to what was just said. Then, let the other group speak and let the first group respond. This is an excellent way to encourage discussion and it makes the talk more dynamic because people are thinking on their feet and responding to each other. After this exchange, you can open the floor for discussion, and let the audience ask questions and respond.

◊ Another recommendation would be to have a "fishbowl" discussion. Have the speakers and the moderator sit in a circle. Then, have the audience organize their seats in concentric circles around those of the speakers. The moderator could ask a question of the speakers to initiate a dialogue and could open the floor to questions as they come up. This is a great way of changing the dynamics of the normal panel discussion and promotes the attitude of equality and equal participation.

◊ Hopefully, people will come away challenged and inspired. You should have an information table set up with information about your program and ways that students can get involved.

Read-out

An effective way to draw attention to the act of reading and the worlds it can open up is to hold a read-out in a central area on campus. There are many ways of implementing this idea. For instance, after the death of Dr. Seuss, a Dartmouth graduate, students, and faculty at Dartmouth College held a twenty-four hour read-out using his works. You could have all the readings based around the same theme, allow students and others to bring in their favorite works or have new readers read from their own or other works; or you could utilize the writings of new readers which are published in national magazines and anthologies.

Basically, a read-out can be whatever you want it to be, and it can provide an excellent forum for drawing attention to other things through the act of reading. For instance, someone could read from a book like Invisible Man to discuss racism and oppression. This is a way of drawing attention to reading as a tool for understanding the world, and for learning about and addressing problems in society. Here are a few twists on the idea and a few things to consider:

- ◊ Do a reading on a local or campus TV or radio station and discuss the efforts of your group and how people can get involved.
- ◊ Make sure you have your read-out in a central, well travelled area of campus
- ◊ Invite students, professors, faculty, and learners from local programs to be readers
- ◊ Invite a forensics club or the speech or communications departments for a more skilled dramatic reading
- ◊ An event like this can easily be turned into a fund-raiser by asking for donations, or by having people get pledges for the amount of time they read.

Banned Book Reading

Invite the president of your school, the mayor, or someone prominent from the surrounding community to host a reading of banned books. Or, skip the bigwigs, and let students run the show. An activity such as this can draw attention to the political nature of education by highlighting books and subjects that have been kept out of schools for political reasons, and can demonstrate the fact that those in power have control over what is read in the schools — just as many literacy programs rigidly control the materials used by adult learners. It could also be a way to spark discussion on your campus about the power of the word — spoken, sung, acted, painted, and danced — and efforts to control it.

Speaker

Host a speaker to come to your campus to talk about literacy or education in general. He or she can either provide an overview of the issues, or discuss the local literacy situation, how needs are being met, and how students can get involved. An interesting twist would be to bring in a new reader or an educator to discuss what literacy and education can mean in terms of having tools to exercise greater control over one's life, etc. Speakers are usually most effective if they avoid a strictly academic presentation. It is important to have a good sense of the speaker's message before she comes to campus. It is not necessary to be in total agreement with everything that she says — in fact, disagreement could spark some great discussion — but it's best not to be caught off guard. Also keep in mind that you could run up some pretty hefty expenses if the speaker is someone from outside of your community. Call the SCALE office for ideas for speakers.

Build-a-story

This idea can be used on its own or can be included in another activity. The basic idea is to have everyone in the group or class go around and contribute a sentence or two to a growing story. Someone can record the story, and it could later be printed up. Beyond just being a fun event, it can draw attention to a couple of things things:

- In many innovative literacy programs people can make up or tell a story about something while the teacher records what they are saying. The transcription of their story can be used as a text to learn to read from. Learning materials created in this way are relevant, interesting and have meaning to the people in the class. They are the authors of their own books. Along this line, it can serve to demystify the writing process by showing that all writing is basically putting down your thoughts about something on paper.

- After finishing the story, someone could facilitate a discussion about literacy classes, bringing up issues of how relevant the material is to the lives of the learners, who should control curriculum, why "teachers" usually think that they know what's best for their students, etc.

- An interesting twist could be to have a build-a-story going on in a central area on campus where everyone was invited to take a page of paper and write about a certain theme. People could write about what reading means to them, their most meaningful learning experience, or some other theme. All of the stories could be collected into one book, edited and photocopied, and offered for sale at a nominal price.

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- The choice of theme is an important point. You could focus on an important current or local event, or about a meaningful personal experience. Carefully choosing the theme will make the event more meaningful and relevant.

Movie Night

Sponsor a movie that deals with literacy — *Bluffing It*, with Dennis Weaver, for instance. Someone from your group can facilitate a discussion about the movie afterward, and you could have an information table set up to pass out information about your group. Here are a few variations on the theme:

- Show a foreign film with subtitles. This can draw attention to what people who do read face when confronted with print, and can help to understand what those who do not speak English face everyday.

- Showing a foreign film can also be a way to learn about and appreciate the art and culture of other countries. Facilitate a discussion about cultural differences.

- Some interesting discussion ideas might center around language rights. What might be lost if people could only speak in English? In movies, what is lost in translation? What is lost if people are forced to always think and communicate in a language that is not theirs? Try to initiate a discussion about language rights, and of the need for English **plus** the native language instead of English only. You could invite someone who has learned English as a Second Language to facilitate a discussion, and they could talk about their experiences with learning another language. A movie/ discussion along this line would be especially meaningful if your group has an English as a Second Language component.

Poetry Reading

Host a poetry reading on campus. Similar to the read-out, people could bring in their own works or read from a favorite author. Once again, this could draw attention to the power and beauty of the written word. An interesting addition might be to have a book or bake sale during the reading. Make sure to discuss what your group is doing, and have an information table for those who want to know more.

Ideas in Action

Chicago, IL

College students working at the Blue Gargoyle, an adult literacy program at the University of Chicago, recently held an awareness event in conjunction with a local public library. Drawing representatives from over twenty social service organizations, it was a very successful collaborative venture. Some of the highlights of the event were a poetry workshop and a series of readings in which literacy students participated. "One student read a single sentence — the first sentence she had ever learned to read," said John Connor, the coordinator of the Adult Literacy Program at the Blue Gargoyle, "others read poems and stories they wrote themselves or poems they liked from their reading classes." One young man, who was seventeen years old, read poems about his harrowing life in the projects. Before he began, he told the audience that at a recent elementary school reunion he learned that he was one of six surviving members of a class of 36. "Another reader was a 'graduate' of a literacy program who is currently pursuing an M.F.A. in fiction writing," John said,"her story was powerful and served as a great inspiration to all students and tutors who attended."

Author Reading

Invite local authors or someone more famous to read from her own works. If done with a local author, this could be a great way to highlight local talent and to build pride in the community (although a more famous author might bring in more people). Once again open the floor to discussion not only about what was read, but also to what reading opens up for those who are able.

Poster Contest

Sponsor a poster contest on a certain theme. This can be done in a local elementary school, with kids creating a poster around a theme like "Why I like to read," for instance. This could be an easy idea to implement, especially if your group already does a mentoring or tutoring program in a local school. Winners could receive a prize and the winning poster could be reproduced and distributed for publicity. If the poster contest was held on campus, a theme like "I read the world" could be used, or one that looked at cultural literacy, or literacy for social change. If your campus does decide to sponsor a poster contest, send SCALE a copy of the winning posters. If they are really good, they can be reproduced and distributed with promotional materials for *Literacy Impact* when it is launched nationwide next spring.

Curriculum Display

Someone in your group could compile some resources used in literacy classes, and could display old reading primers and "Dick and Jane" types of readers alongside resources used in more innovative and interesting literacy programs. These resources might include books written by new readers for other students, resources that utilize folk stories or oral histories as the texts, etc. This could be displayed in a prominent area on campus, and could spark discussion of the importance of the materials used in class being interesting and relevant to those studying, and could show the importance of learners choosing their own materials. Interesting twists include:

- ◊ Put together a display on comic books and literacy to highlight the educational possibilities in things that we take for granted, and the importance of reaching people with whatever materials are most interesting to them.
- ◊ A little research could be done to find example of oral histories turned into texts, books that use folk stories, etc.
- ◊ This event could be organized for display and discussion amongst those in your literacy program, included as a display at a larger literacy awareness event, or arranged to stand on its own.

Sporting Events

In many communities there is a lack of extracurricular activities for school-aged kids. A way to draw attention to literacy while meeting this need might be to organize a tournament that could raise funds and awareness about literacy. For example, a baseball tournament could be organized that would provide a fun outlet for your community's kids. Tickets to the tournament could be sold to raise funds, and banners hung and materials distributed to raise awareness about literacy.

Photo Display

Put together a photography exhibit around a certain theme, such as "a nation of readers." The display could be exhibited on campus and in your community, and could really highlight the act of reading. This could also provide a great opportunity for working with the departments on campus that might already do a lot of photography, journalism, communication, or art, for example. If your campus has a location where art exhibits can be displayed — the Student Union, for instance — you could set it up there to draw attention to literacy and to spark discussion.

Town Meeting

Organize a town meeting or community forum on literacy and other issues. Bring in panelists and speakers who can talk about literacy and put it into the context of your community. Invite the mayor, the superintendent of public instruction and other influential community members. Focus on establishing links between low literacy levels and other issues in your

community. Have a problem solving or goal setting component at the end of the meeting where people can break into discussion groups to plan community strategies for dealing with literacy.

Letter Writing Campaign

Set aside a day or week to conduct a letter writing or petition campaign around federal or state legislation affecting spending on education in general, and adult basic education and literacy specifically. This is a great way to demonstrate that there are more ways to get involved in affecting literacy than just direct tutoring. Advocates for literacy have a great role to play, and a letter writing campaign provides an immediate way for people to feel like they have done something to positively affect literacy. Especially now, with budget cuts affecting almost every school in the country, a letter writing campaign about education in general would probably draw a lot of support, and could be an excellent forum for discussing state and federal priorities. It could show that all education— from adult basic education to graduate school — is related and should be treated with the same commitment. If you would like information regarding the status of current literacy legislation and on ways that you could help, call us at the SCALE office.

New Reader Plays

Work with learners in your literacy program to write a play that they can then perform on your campus. This could be a tricky event to pull off, and it would require a substantial amount of preparation time to develop the play, rehearse it, etc. However, if effectively done, this could be an immensely powerful way to educate your campus about literacy from a learners' perspective. A play of this sort could be turned into a fundraiser by charging admission.

Dramatic Storytelling

Storytelling is almost always fun in itself, and if done right, can be an effective and exciting tool for raising awareness about literacy. The idea with dramatic storytelling would be to have someone perform a dramatic rendition of a story (children's, humorous, etc) or folk tale, for instance. It would differ from a read-out in that the work is memorized and performed through inflection, characterization, and movement before an audience. Dramatic storytelling need not be a complicated affair — it doesn't have to be acted out, no costumes need be used. Think back on the times that people have told you stories; usually, it is a simple affair involving someone relating a humorous, scary or interesting story before a group of people.

Bill the event as a sort of smorgasbord of storytelling and invite people from campus and the community. Invite students and others to do a dramatic rendition of their favorite kids' story, short story, or folk tale. Have the event outside in an open area of campus and invite people to bring a blanket and sit around on the grass.

This could be an excellent way to make contacts and form a broader coalition on your campus: invite students or faculty in the drama or communications department, local folk storytellers or people from the folklore department to present. Make contacts with groups on your campus which already do storytelling sorts of events. For instance, at the University of North Carolina at Chapel Hill, a group of African-American students called the Ebony Readers do dramatic readings of prose pieces. Try to work with local and campus theater groups.

The event can be as big and comprehensive as you want it to be. It can deal solely with children's stories, can be used to celebrate traditional cultures and their stories, can utilize humorous short stories, or all of the above. Choose the message or theme (or lack thereof) you want to guide the event and let that determine your material.

For example, if you want to focus on a traditional culture from your region, you could sponsor a folk storytelling event utilizing their stories. Many of these stories are compiled in anthologies, and a trip to your campus or local library should prove useful in finding a few stories. Consult local storytellers, the folklore department on your campus, or others from the community your group wishes to highlight. Bill the event as a fun way to learn more about another culture through their stories. Care must be taken to avoid treating the stories as "quaint," or presenting literate culture as better than oral cultures. The event should draw attention to and validate both oral and literate cultures. Just because the majority in this society values literacy, there are societies where other skills and abilities are valued — storytelling, for instance.

Your group may want to make it a lighthearted event by focussing on children's or humorous stories. Have fun, of course, but don't lose the opportunity to discuss literacy, and relate the event back into the joy of reading and the enjoyment it can bring you.

Tree Planting For Literacy

Cool-It!, the college arm of the National Wildlife Federation, has offered to work with SCALE and students participating in *Literacy Impact* to organize and implement tree planting awareness activities that focus on literacy while working to positively affect the environment. Though the connection between tree planting and literacy is not an obvious one (except that the trees we plant today could become books tomorrow) it could be a great way to link up with other students on your campus who are working for change in other areas. It's a way to make allies and to support each others' work. The event could be turned into a fund-raiser by having people pay a dollar or two to receive a tree to plant, with proceeds going to support the literacy work of your campus group.

Library Drives

One way of drawing attention to educational inequality, while helping to meet pressing community needs, might be to select an underserved public school in your community and hold a library drive to collect books that can be donated to the school.

Ideas in Action

Camden, NJ

Students involved in Student Volunteer Services at Rutgers University in Camden worked last year to organize a library drive to support the public schools in their community. Though they started too late in the spring to reach their goals, they laid the groundwork to launch another drive this year. The students in SVS are trying to recruit student groups on campus that will adopt a library at a Camden area public school. These groups will then paint the library, build new shelves, and conduct a library drive on campus to collect new or used books appropriate for K-12 students.

These Rutgers University students are responding to a critical community need. Many of the Camden area public schools have no libraries; students must check out books from a truck that makes rounds to the schools. The Rutgers students want to make books more accessible to public school students. "If we are going to promote literacy we have to promote reading on a daily basis, starting with kids," says Peggy Fogarty, a 1992 Rutgers graduate and one of the organizers of last year's drive, "it's a real crime that there are schools in this impoverished city that don't have libraries. There are only empty shelves." Students at SVS are making plans now to launch another library drive this year.

PROMOTIONAL ACTIVITIES

There are several easy promotional ideas that can be implemented to augment the other activities that your group implements:

- ◊ Create pins and buttons, bumper stickers, and bookmarks with a literacy message. Items like the bookmarks can be used to publicize national or local literacy facts, along with what your group is doing to promote literacy. They could them be distributed at all of your other events.
- ◊ Develop innovative and sensitive public service announcements to be read on a local or campus radio station. The message could be to recruit learners or volunteer tutors.
- ◊ Insert notices with literacy information into the paychecks of all campus employees and those doing workstudy. This would be another great way to highlight local facts and the ways that people can become involved. Check with your campus payroll department to find out if this would be possible. You could also strike a deal with a local phone or power company to include information in their next billing. It would be good press for them, and could give your group the chance to talk about what is going on in the community and how people can get involved – directly or financially.

◊ Design and develop t-shirts with a literacy message. Do research into great quotations on literacy, reading or books. Bartlett's Book of Quotations might be a help. A personal favorite is a quotation by Bertolt Brecht: "You who are starving, grab hold of the book; it's a weapon." In addition to drawing attention to literacy, t-shirts can be a great fundraising idea. See the Fundraising section for more information on t-shirts.

USING THE MEDIA TO YOUR ADVANTAGE

Pretty much anything your group does with *Literacy Impact* can be turned into a media event: readers theatre, a book drive, a fundraiser. Staging media events and trying to get press coverage should not require a lot of special planning and coordinating. After all, you are trying to draw attention to the on-going work your group is doing to promote literacy, not to stage a one-day media blitz which exists outside of the context of what your group does on a daily basis.

As you are planning and implementing some of the *Literacy Impact* ideas on your campus, think about why positive media attention is important. For example, how will media attention on a local level affect literacy in your community and the ability of your group to continue to address it? What can this media attention mean in terms of your group's name recognition and credibility? Your ability to fundraise? Why might it be important for a large audience to hear your group's message?

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Since one of the main purposes of media attention is to reach a large audience it is important to think seriously about the significance of your message. What is put into the newspaper or what is shown on television will largely determine people's perception of your group and of your message. Think back on the module about the "rhetoric of literacy" — most of these ads ran in newspapers, and their effect was more negative than positive. How can your group be sure to tailor events and what is said in a way as to address illiteracy in a sensitive yet compelling way? How can literacy be presented as a complex issue of social justice? How are people encouraged to get involved?

People familiar with media advocacy call this "framing" the issue. What values do you want people to associate with literacy and with your group's work? How can you communicate these values? Special care needs to be taken when selecting examples, anecdotes and stories, as well as statistics and quotes. A good way to start framing the issue is to think through your group's objectives. What is the target audience? What do you hope to accomplish through media exposure: recruit more volunteers, attract funders, publicize services to potential learners, raise awareness of the issues, or promote a piece of literacy legislation? Your strategy for gaining media access and the way you frame the issues will depend on the particular goals of your group.

Your group will have much greater success in getting press coverage if you tailor the pitch to match what the media is looking for. For instance, is the story timely and of current interest? Does it affect the audience of the newspaper, radio or television station? Is there a strong human interest angle to the story? Does it involve someone or something of prominence? When crafting your story pay attention to the time factor — don't run a story to recruit volunteers at the end of the semester, for instance. Try to localize the issues. People will have a stronger response to an issue if it is explained in terms of its impact on the local community. For example, you could talk about local literacy rates or the number of class spaces available compared to the level of need. You could try to include a quote from a person of prominence in the community or on campus. Try to accent the human interest angle. Explain how literacy affects peoples' lives, give a face to the statistics. As a word of caution: one of the greatest challenges in presenting the issue of literacy is to make it compelling without pandering to emotionalism and misrepresenting what literacy means.

The following are a few things to keep in mind as you begin planning to work with the media:

◊ Establish a media file containing contacts at newspapers, television and radio stations, and campus or community news weeklies. Include information about deadlines, what group or department has "jurisdiction" over efforts like the ones your group plans, and other pertinent info.

◊ Be sensitive to TIME. Plan your media events on a strict time schedule; keep in mind the deadlines and schedules of the media groups you want involved.

◊ Understand and utilize various forms of media:

1) **Press Advisory**: Using the 5 w's: who, what, when, where, why and maybe how. Very sketchy outline. Use to get attention of media group and follow up with a phone call. Send out press advisories about two weeks in advance.

2) **Press Release**: Write a press release in the typical, journalistic, pyramid style with important information at the beginning so, if they have to, the paper can print the release verbatim. These releases are the most basic tools for getting media coverage. After sending out your release, follow up with phone calls to make sure it has been received and to see if they have any questions. Try to do this at least a week in advance. Some basic points to keep in mind are:

◊ Place the release on white paper and double space the typing. Put the time for release on the left and organizational contacts and phone numbers on the right, just below the news release letterhead.

◊ Use a headline that briefly summarizes the contents.

◊ Be brief. Use short words and sentences.

◊ If you go beyond one page, indicate "more" at the bottom of the page. You should never go beyond two pages.

An example of a press release and press advisory follow at the end of this section.

3) **Letters to the editor/ optional editorials:** these can be a great way to get across your ideas and viewpoints. The letters to the editor and editorial pages are some of the most read parts of the newspaper, so you're sure to have a pretty large audience. You could write about the literacy work of your group, try to generate support for legislation or recruit volunteers. These could also be a great way to generate support for a kick-off event or awareness activity on campus. Some general guidelines are:

◊ Be brief and to the point. Use short words, sentences and paragraphs.

◊ Use facts and examples to back up your point. Especially try to use stories. People will identify more with the stories and anecdotes than the hard facts

◊ Be sure to give the reader enough background information. Don't automatically assume that the reader knows what you are writing about.

◊ Use a local perspective. The letters to the editor section frequently deals with campus and community issues. By making the issue relate to the local readership it could have a greater impact.

◊ Call the editorial page editor or the optional editorial editor for more information about deadlines.

4) **Public Service Announcements (PSA's):** all radio and television stations are required by law to provide free air time to public service organizations. Time slots usually come in ten, thirty or sixty second slots. Many stations even help groups produce the ads. When creating your PSA, use short, clear sentences that give information about your program or an upcoming event. Be sure to include a phone number so people can call for more information.

For more information on developing an advocacy or media campaign, contact the Leadership Development Project of the Advocacy Institute. They have several booklets and pamphlets that explain in-depth the fine art of working with media. Especially useful is a pamphlet entitled "Using The Media To Advance Your Issue". For more information write them at:

1730 Rhode Island Avenue NW
Suite 600
Washington, DC 20036

Sample Media Advisory

Contact: Myles Presler
(919) 962-1542

For Immediate Release

Across the country, university students take action for literacy, October 25-29, 1993

-- Take Action for Literacy --

-- Join thousands of college students across the country as they work for literacy and social justice --

What:

Thousands of students across the country are taking action this week to focus the spotlight on literacy. On large and small campuses, both public and private, students of all backgrounds are making an impact in literacy. Through public awareness initiatives, advocacy efforts, and direct literacy services, students are working to create solutions to the literacy and other needs caused by social inequity.

Where:

Colleges and Universities across the country, including: (see list)

Public Education and Awareness

VI

When:

National Literacy Action Week, October 25-29, 1993. Dates and times vary by campus.

Who:

College students from all backgrounds who have made the commitment to work for literacy and social justice. The efforts of these students are supported by (list celebrities, politicians, etc.)

Background:

National Literacy Action Week is part of the *Literacy Impact* Campaign. *Literacy Impact* is a national Campaign to promote and support college student involvement in literacy work. Developed by the Student Coalition for Action in Literacy Education (SCALE) and college students across the country, the Campaign seeks to mobilize college students to make an impact on this country's serious educational needs. Over 30 colleges and universities across the country are participating in the Campaign this year. For more information about *Literacy Impact*, contact SCALE at (919) 962-1542.

INDIANA UNIVERSITY

SCHOOL OF EDUCATION

STUDENT LITERACY CORPS
IUPUI
ES 3165 B
902 West New York Street
Indianapolis, Indiana 46202-5155
(317) 274-6845
FAX (317) 274-6864

NEWS RELEASE

LITERACY AWARENESS EVENT
Indiana University-Purdue University at Indianapolis

RELEASE TIME: September 21, 1992

Contact: Tracy Thompson or Rob Springer
Student Coordinators
274-6845

First Lady Susan Bayh will address students, faculty, and staff who convene at 12:00 for IUPUI's Student Literacy Corps "Literacy Awareness Event" to be held on Wednesday, September 23, from 11:00-2:00 P.M. in front of University Library. Mrs. Bayh will present the University with a Proclamation from the Governor, supporting the mission of the Student Literacy Corps.

Mike Rayburn, contemporary recording artist and entertainer will be performing. In 1990 Mike was awarded the Campus Entertainer of the Year, and has worked with artists from Toto, Journey, Alabama, Lyle Lovett, and Dire Straits.

Public Education and Awareness VI

Larry Gard, Theatre Director for the Indianapolis Children's Museum, will give a dramatic reading based on "The Soldier Who Couldn't Read" by Ed Castor, a new reader and recipient of one of President Bush's Thousand Points of Light.

Special guests during this event will be helping IUPUI to bolster student volunteerism as well as provide encouragement for students to take a vital role in literacy initiatives on their campus. One component of the University's efforts is to recruit IUPUI students to enroll in the Student Literacy Corps program. Students in the program contribute 60 hours of literacy-related services to one of three community partners. One of the overall goals of the program is to instill a sense of volunteerism within each participant.

Students, faculty, and staff, are encouraged to attend the "Literacy Awareness Event" on September 23rd. Take a lunch, enjoy the music, and learn how to get involved in literacy education. The Student Literacy Corps hopes this event will allow them to tap the interests of students wishing to contribute their time and energy tc others who need a role model to encourage them on the "road to better reading."

APPENDIX

SCALE PROGRAMS AND RESOURCES

SCALE is a national network of college and university students, administrators, faculty, and community agencies who are committed to increased literacy in the United States. The network was developed in November of 1989 by students at the University of North Carolina at Chapel Hill (UNC-CH) and is currently housed in the School of Education. Working as tutors, organizers, and advocates, college students bring enthusiasm and idealism, as well as unique experiences and perspectives, to literacy work with people of all ages and backgrounds. By working with existing campus-based literacy programs and supporting the development of new ones, the SCALE network is forming a new force in literacy education.

SCALE is a national network of colleges and universities committed to:

- ◊ *mobilizing student involvement in literacy*
- ◊ *building on the idealism and enthusiasm of college students*
- ◊ *increasing literacy as a tool for the transformation of individuals and society, as a vehicle for social justice*
- ◊ *entitling the development of literacy skills in the languages of the learner's choice*
- ◊ *developing leadership opportunities for both college students and new readers*
- ◊ *creating a mutual learning process with new readers and others involved in literacy*
- ◊ *promoting partnerships between campuses and communities*
- ◊ *linking the college student movement with national organizations committed to literacy*

SCALE will meet these objectives through quality programs sensitive to the needs of its constituencies.

◊ ***Literacy Impact*** is one of three main initiatives of the Student Coalition for action in Literacy Education. The other two initiatives are:

◊ **The Regional Organizing Network.** The RON provides an opportunity for students with experience in literacy to work with other campuses in their area to meet regional literacy needs. Students apply to SCALE each fall to begin their Regional Organizing role each spring with support from SCALE. Students have organized regional coalitions, developed clearinghouses, hosted conferences, and conducted site visits with campus and community organizations in their regions. The first phase of the program includes most states east of the Mississippi River. Regional Organizers provide phone consultations to schools in their regions to assist in developing and strengthening campus literacy programs, and they work to develop a knowledge and understanding of local literacy resources. They are in frequent contact with the SCALE staff to relay their contacts, ask questions, and plan regional efforts.

The Regional Organizing Network grew out of the fact that as SCALE began working on a national level, we discovered that we were limited in our ability to provide campus programs nationwide with hands-on help and assistance from our small office in Chapel Hill. The RON was started as a way to further the SCALE mission. Regional Organizers work to provide more tangible resources to programs on a regional basis and do much of the same sort of work that we do from our national office. Currently, there are 20 Regional Organizers Teams on campuses east of the Mississippi. Call the SCALE office for the phone numbers of the team nearest your school.

◊ **The Southeastern College Literacy Seed Grant Program** was designed to help meet the literacy needs of a five-state region in the Southeast: North Carolina, South Carolina, Georgia, Alabama, and Mississippi.

SCALE's Southeastern Seed Grant Program addresses the pressing needs for increasing literacy and developing leadership sensitive to education and to public service in the Southeast.

The SCALE Southeastern Seed Grant Program will meet those needs by providing 15 campuses in those five states with start-up funding, training and support, opportunities for networking with others involved with campus literacy efforts, access to information and contacts, information and opportunities dealing with issues such as educational reform. An overriding objective in the Seed Grant Program will be to attract a diverse group of campuses and students. SCALE will place a priority on recruiting and selecting Historically Black Colleges and Universities (HBCU's) and Community Colleges, in addition to four-year colleges and universities.

OTHER SCALE RESOURCES INCLUDE:

Site Visits

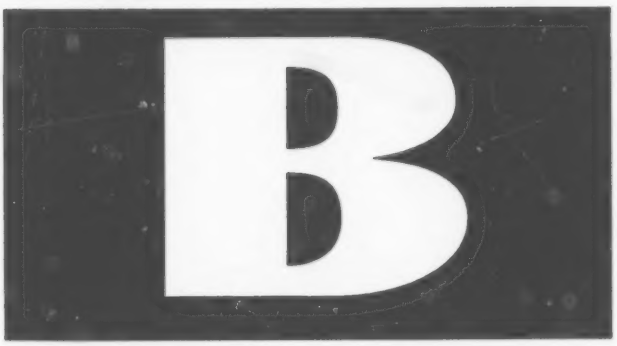
SCALE likes to work with campuses on-site. We feel that by going out into the field and visiting campuses, we gain a better sense of what campuses are doing and the most helpful resources we can provide. In a site visit, a campus group works with the SCALE staff to define an agenda and priorities for the visit. Some examples of topics that have been helpful before are: goal setting for campus literacy programs; developing and mapping relationships with local literacy agencies; institutionalizing Student Literacy Corps programs through students leadership; facilitating the development of regional coalitions; developing student leadership in literacy programs; involving new readers in program management and decision-making; and developing training for volunteers.

We believe that the site visits have been significant events in the development of the programs with which we've worked. SCALE does not bring answers to questions from campuses, although we can provide program models that show how other campuses have wrestled with and solved common problems. Instead of providing answers, we ask questions that can help campuses think through critical issues and come up with their own solutions.

SCALE asks that interested campuses pay for transportation, lodging, and expenses, in addition to $200 per day to cover SCALE staff time. However, we don't want finances to be a prohibitive factor. Call the SCALE office if you are interested in a site visit.

- The **Workbook for Participatory Literacy Education**, which is described in Appendix C, will be available in February, 1993.
- **The Multicultural Resource List,** described in Appendix B, is available now.
- **Mobilizing Student Leaders in Literacy: Unlocking the Power of Student Potential** is a resource guide on developing student leadership in literacy.
- **Ideas & Action: College Student Involvement in Literacy** is a resource guide for campus literacy programs that provides examples of the work that college students are doing in literacy. It highlights creative efforts in: starting and developing a program, public awareness, advocacy, developing trainings and working with diverse populations to meet community literacy needs.
- The **Politics of College Literacy Programs** is a resource for campus programs dealing with mapping out who is involved in literacy, resistance to campus programs, building collaborative partnerships between the campus and the community and much more.
- **SCALE t-shirts** come in a variety of colors, with either short or long sleeves. The shirts are imprinted with two colors on the front that say "read." and have the SCALE logo on the back. Shirts sell for $10 short sleeve and $15 for long sleeve.
- All resources listed above are available by calling the SCALE office at (919) 962-1542. If your group has other questions or needs, give us a call.

APPENDIX



ANNOTATED BIBLIOGRAPHY

These resources provide valuable tools for literacy providers. These tools include curriculum models, practical and philosophical approaches to literacy education, resources to develop tutor trainings, and more.

- "A *Look at Illiteracy in America Today: The Problem, The Solutions, The Alternatives*," written by Michael Fox, presents a critical view of U.S. adult literacy efforts. It is available from Push Literacy Action Now, 1332 G Street, SE, Washington, DC 20003, (202) 547-8903.

- Adult Illiteracy in the United States by Carman St. John Hunter and David Harman is probably the most comprehensive look at adult literacy around. They discuss literacy in relation to class, gender, race, and other issues, and their book could provide some excellent information to spark further investigation into and discussion of literacy.

- *Adult Literacy Education: Current and Future Directions* by Hanna Arlene Fingeret provides an overview of individual and community-oriented literacy programs with the conclusion that different approaches work successfully with different segments of the non-literate population. She discusses the differing definitions of literacy, the politics of education, the purposes and uses of literacy, and offers suggestions for the planning and evaluation of literacy programs. Her article should provide useful information for your program, and should spark further discussion into the complex nature of literacy. This article is available through the ERIC Clearinghouse. It is Monograph, Information Series # 284.

- All Write News is a newsletter in which practitioners present — from a participatory perspective — how they deal with ESL, health education, workplace concerns, alternative assessment, peer tutoring and other common issues facing literacy educators. It can be ordered from the Adult Literacy Resource Institute, 989 Commonwealth Ave., Boston, MA, 02215.

- Collaborative Programming in Nonformal Education, by Gail von Hahmann discusses the intricacies of running and adult education program in collaboration with a number of interest groups. It is available from the Center for International Education, 285 Hills House South, Univ. of Mass., Amherst, MA, 01003.

◊ The Commonwealth Literacy Campaign (CLC) is a state run literacy umbrella organization in Massachusetts. Among their many activities, CLC has developed a series of learner-centered trainings that are available to literacy providers. Training manuals provide guides to performing trainings as well as many materials for the trainings. Currently, CLC has available the following volunteer training manuals: Adult Basic education; English as a Second Language; mentoring program training; Homeless shelter program training; literacy training for programs working with the hearing impaired (using American Sign Language); and a training for tutors in mathematics. For more information contact the Commonwealth Literacy Campaign, Bureau of Adult Education, Department of Education, 1385 Hancock Street, Quincy, MA 02169. The phone number is (617) 770-7376

◊ Learning for Life: Building Lessons on Students' Needs and Interests is part of a series for volunteer tutors which translates a learner-centered philosophy into practical exercises. Available through The Center for Literacy, 636 S. 48th St., Philadelphia, PA, 19143.

◊ Literacy Action, written by Louisa Meacham, is the only literacy resource directed specifically at college students. She discusses the process of setting up a campus-based literacy program, recruiting volunteers, working with community groups, etc.; and she has included a resource list of national literacy organizations. Some of the articles included help to provide a theoretical background to literacy. Her book can be ordered by calling the Campus Outreach Opportunity League at (612) 624-3018.

◊ Literacy for Social Change by Lynn Curtis presents a fascinating look at literacy as a means for effecting change in our communities. The approach to literacy that he outlines follows a model that sees fundamental skills, critical thinking, cultural expression and individual and community action as means through which to integrate learning and community change. His book is sprinkled with examples from literacy programs around the world, and could be a great way to spark discussion into the potential of merging literacy and social change. It is published by New Readers Press, the publishing division of Laubach Literacy International.

◊ Literacy from the Inside Out by Rachel Martin is a thought-provoking look at ways of going about literacy. Drawn from her own experiences, she tells of her development as a "teacher" of literacy skills, and offers suggestions for ways to make literacy classes more participatory and more relevant to the lives of learners. Her book offers ideas for themes to spark writing and reading in literacy classes, and contains many ideas for further investigation. Her book can be ordered by contacting her at 302 Arlington Street, Watertown, MA 02172.

◊ Literacy: reading the word & the world by Paulo Freire and Donaldo Macedo discusses the act of reading and the context of understanding. To them, the act of reading is not just reading the words on a page, but encompasses the readers' understanding of reality and the world. They discuss the politics of education and the transformative potential of literacy. This book also provides one of the best overviews of Freire's literacy campaigns, the philosophy behind them, and the techniques used. This is one of the most accessible discussions of Freire and his work.

◊ Making Meaning, Making Change: A Guide to Participatory Curriculum Development for Adult ESL and family Literacy, by Elsa Auerbach, shows how to create a curriculum focusing on family concerns of limited-English-proficient adults. It is available from the English Family Literacy Project at the University of Massachusetts at Boston (617) 287-5763.

◊ Many Literacies by Marilyn Gillespie provides a practical guide for tutors and students that successfully combines theory and practice. Her book contains many ideas for modules and exercises to do with those in actual literacy classes. Many of the ideas and issues she raises would be interesting to discuss with those in your campus program.

◊ Participatory Literacy Education is a book designed to provide information about the theory and practice of participatory literacy education. It was edited by Hanna Fingeret and Paul Jurmo. In addition to chapters on the theory, history, and philosophy of participatory literacy education, case studies demonstrate how this approach has been successfully implemented in a variety of settings, including workplaces and communities.

◊ Pedagogy of the Oppressed by Paulo Freire provides a political, social, and economic context for adult literacy programs. His model offers a mixture of critical thinking, dialogue, and politically or work related materials relevant to the lives of the learners and that help them to understand their realities while working with them to develop tools to transform it. It provides a model for making literacy materials and the structure of literacy classes relevant, challenging and liberating.

◊ Reading and Writing Strategies is a curriculum guide demonstrating how instruction can be built around real-world interests of learners. Examples include: work-related writings of poultry and textile workers; reading, writing, and discussion activities focusing on community concerns. Contact Literacy South, Snow Bldg., 331 W. Main St., Rm. 202, Durham, NC, 27701.

◊ Small Group Tutoring: A Collaborative Approach for Literacy Instruction, by Judy Cheatham and Virginia Lawson, is a handbook for volunteer tutors, written from a whole language perspective. It shows why a learner-centered, collaborative approach is important and how to use it in small groups. Available from LVA, 5795 Widewaters Pkwy., Syracuse, NY 13214.

◊ *Social Network: A new perspective on independence and illiterate adults* by Hanna Arlene Fingeret is an article discussing the social networks of adults who lack literacy skills. In it, she debunks the myth of non-literate adults as dependent, helpless and ignorant, and offers instead a look at interdependent communities of readers and non-readers, where each is valued for her skills and each is needed for particular areas of expertise. She moves away from an individual approach to literacy education, focussing instead on integrating education with community development and working with adults within their social networks. This article should challenge our understanding and approach to literacy. It can be found in Adult Education Quarterly, 33 (3), Spring 1983, p.p. 133-146.

◊ Teacher, by Sylvia Ashton-Warner, provides a rich description of Ashton-Warner's learner-centered approach, developed with Maori and white children in New Zealand. Her instructional approach draws heavily on learners' interests and language. Available through Bantam Books, 666 Fifth Ave., NY,NY 10019.

◊ The Complete Theory-to-Practice Handbook of Adult Literacy: Curriculum Design and Teaching Approaches, by Rena Soifer, presents the theory and practice of a whole language approach to literacy education for adults. Her book draws heavily on a dozen years of experience in workplace basic skills programs in Michigan. Available from Teachers College Press, 1324 Amsterdam Ave., NY, NY, 10027.

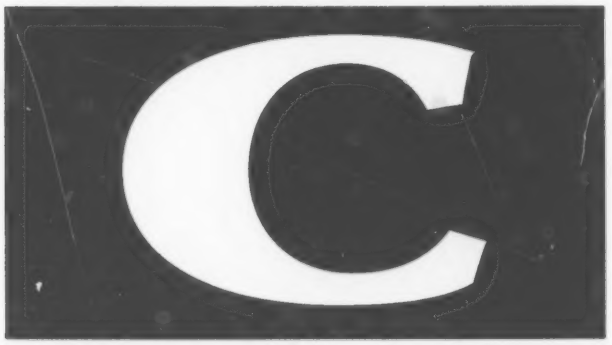
◊ The Ladder is the bimonthly newsletter of a non-profit, community-based literacy training and advocacy program called Push Literacy Action Now. It is challenging, insightful and uses humor well. Contact PLAN to order (see above for address).

◊ The *Multicultural Resource List* is a compilation of culturally diverse materials, reflecting a variety of backgrounds, that can be used by tutors in literacy programs. This resource list provides multicultural perspectives on such things as jobs, history, the family; and it contains stories written by new writers, as well as works that have been adapted for use with learners in literacy programs. The resource list can be ordered by calling the SCALE office.

◊ The Right to Literacy, edited by Andrea Lunsford, Helene Moglen and James Slevlin contains essays and articles from a variety of sources that look at literacy from many different perspectives. The book contains information on the politics of education, racism in education, censorship, rural poverty and literacy, literacy and knowledge, and more. The articles are all relatively brief, and offer interesting options for further discussion.

◊ The Voice of Fulano by Tomas Kalmar is a collection of working papers from a bilingual literacy campaign that he organized in Cobden, Illinois. In his book, he discusses the lives of migrant workers, the nature of language and power, and the bureaucratic structure of state-run literacy initiatives. It is an excellent resource for further discussion, especially if your group has an English as a Second Language component, or if people are interested in the lives of migrant workers and strategies for working with them.

APPENDIX



MODULES FOR DISCUSSION

These modules are intended to spark discussion about critical issues in literacy. For more information on reflection as a tool to strengthen your program, see pp. 53 & 62.

1- WHAT IS LITERACY?*

Everyone comes to literacy programs with pre-existing ideas about what literacy is. While most agree that literacy means many different things to different people depending on their needs and interests, many literacy students believe that literacy is like a door that is open or shut. This exercise begins the dialogue between program participants about what literacy means to them. Facilitators who use this exercise should spend some time beforehand thinking through their own definitions of literacy.

Ask participants to think through the following questions:

- ◊ How would you define literacy?
- ◊ How do you decide when someone can be called literate?
- ◊ Is literacy the same for everyone?
- ◊ What can you do when you're literate?
- ◊ What can't you do when you're not literate?

Either have participants write answers on a piece of paper, or put responses on a chalkboard.

Next, paraphrase or summarize the following information on how policy-makers define literacy.

*Note: *This exercise was adapted from one in Marilyn Gillespie's book Many Literacies. This module, as all others in her book, was created to be used with learners in literacy programs, program staff, and volunteers to begin a dialogue about different issues in literacy. We recommend further exploration of her book.*

The Changing Definition of Literacy

At first the answer seems simple. Literacy is just the ability to read and write. But when we look at literacy more closely we find many problems and much disagreement about just who can be called literate.

- ◊ Some people define literacy by how many grades a person has completed in school. But many adults graduate from high school without being able to read.
- ◊ Often standardized tests similar to the ones given school children are given to adults. The scores are often reported as a "grade level." But critics question whether or not these tests really measure how well an adult can use reading and writing to do adult tasks.
- ◊ Researchers at the University of Texas developed a set of 65 tasks they believed adults needed to be able to do in order to be "functionally literate" in the United States (e.g., reading warnings, writing checks, addressing envelopes). They tested a large number of people and gave them a score to determine how functionally competent they were. But this test too has been criticized by people who believe that the tasks needed to "get along" might be very different for people from various economic and social groups.
- ◊ Many people feel that measuring literacy simply by tasks that you can do leaves out hard to measure factors such as feeling better about yourself because you can read and write and developing an ability to use literacy to think about choices and make decisions.
- ◊ More recent definitions of literacy, such as the one below, have focused more on the need of the learner to make decisions about what literacy means.

To be literate means to be able to fulfill one's own goals as a family and community member; citizen; worker; and member of a church, synagogue, mosque; club and other organizations one chooses. This means being able to get information and use it to improve your life — being able to use literacy as a tool to solve problems you face in everyday life.

Ask participants if any of their definitions have changed. Next, read the following quotation to participants and ask the questions that come after it.

Literacy in a Broader Social Context

"Programs which define literacy as a set of skills or as the ability to use skills within a work, community or cultural setting, face the danger of placing the whole burden for change on the individual adult learner. The people with limited skills become the focus of the needed change. A yet broader definition of literacy sees it in the context of social realities. Illiteracy, like other disadvantages such as unemployment, poverty and social discrimination is also the result of social, political and economic structures that perpetuate inequality. According to this model, literacy is not just acquiring personal skills but also having access to knowledge and power to create change in the structures that keep people illiterate and make it difficult for them to achieve other human rights."

Questions to ask participants:

Have their definitions of literacy changed? How do their underlying assumptions about what literacy is influence my teaching, mentoring, or work in literacy? What can they do to make their work more consistent with their beliefs? How can their work reflect literacy in its broader social context? In what ways can I begin to address these issues of inequality within my work in literacy? As participants in a campus-based literacy program, how can our efforts in direct service, fundraising, advocacy, and public education reflect this understanding of literacy?

2- Participatory Literacy Education; or, Sharing Power in Our Programs

This is a three-part exercise. The first looks broadly at participatory education and provides a framework for the two subsequent sections. The second section looks at participants' own experiences in education. And the last gives an example of what a participatory literacy educational experience might look like. Photocopy this exercise and pass it out to program participants. Ask the questions at the end of sections two and three to spark some discussion of the issues.

Part I

Fundamental to the theory of participatory literacy education is a belief that all those with a stake in a literacy program must share power in decision making, program structure, training, and curriculum development within the literacy program. The experiences, capabilities, and interests of adult learners and college students are typically overlooked in literacy organizations. Literacy practitioners, faculty and administrators — and sometimes college students and learners themselves — may feel that decision making is best left up to the "experts," and that learners and college students lack the experience or skills to really participate in the decision making in literacy organizations. Moving toward a participatory model in which all are seen as equal partners is often difficult to do.

Perhaps one of the most fundamental ways a program can begin to become more participatory is to allow learners to select their own materials and to direct the instruction they receive. Following this model may seem difficult at first; it is hard to give up power, especially if we feel that we know what is best to learn and in what sequence.

Frequently, learners themselves are hesitant to take control of their learning. They too, have ingrained in them the classic educational model we have all been exposed to: the teacher is the expert who tells the student what to learn and in what order to learn it.

PART II

Follow up the first section with a discussion of people's most meaningful educational experiences and what they entailed.

- ◊ Have the participants close their eyes and think about one of their best learning experiences: who was involved, what they was learning and how they felt in that situation. Have them write that down. Then, have participants close their eyes and think back on their worst learning experience and write it down.

- ◊ Next, have participants open their eyes and ask them to tell what the experience was and what assumptions were made about them in that situation. How were they valued? How were they treated? Record the answers yourself or assign someone else to do so (if you are working with a large group, you might want to break people down into smaller groups).

- ◊ Have people think back on their worst learning experience. Many adults classified as lacking literacy skills had bad experiences in school. How might have this caused them to be in the position they are in today? How might things have been different if people and their opinions and interests were valued in the school systems?

- ◊ Compare the responses to the above questions.

Questions to consider:

How did the attitude of the person you were learning from affect the value of the experience? Was your experience in a school or did it include your family or a mentor in your life? What was so special about that experience? What about it could be replicated in literacy or mentoring programs? If your experience occurred in the classroom, were you encouraged to engage with the teacher and the material, or were you expected to sit quietly and record all that was said? Do you feel your professor/teacher would have felt challenged if you had her alter the way she was teaching or if you made suggestions about something you thought would be interesting?

PART III

The following is an excerpt from a conversation between Aleeza Strubel, a college student involved with the CLASP program, a campus-based literacy program at Cornell University, and Calvin Miles, an adult new reader and staff member at Literacy Volunteers of America-NYC. In their conversation, Aleeza and Calvin discussed the difficulties involved in sharing responsibility and decision making in literacy programs — even between "learning partners" In this excerpt, they are talking about the difficulties involved in making it the learner's responsibility to choose the materials that will be used in a tutoring session:

ALEEZA: "I am a new tutor, I'm a new learning partner and I never worked with an adult learner before. And I am told that I am supposed to let you choose, right. That's the first step in giving someone power. Power to choose material, power to learn about what you care about. And you say, I care about lots of things, but it doesn't matter, you choose something for me. And I am racking my brain thinking what do I do? I've been trained to do this, this person isn't responding to my training, and maybe I panic; and I'm scared and I may need to let you know, hey, I don't know what to do right now. I'm not prepared for this, and to show you I am vulnerable, that you need to teach me and you need to show me, and we need to go to the bookshelf together and look through books. I don't know what reading level you're reading. I don't know what books are too hard or too easy. The other day I brought in these five-minute thrillers, mystery books that are this big. I brought in about 45 of them. My learning partner and I were choosing new books and I laid them all out on the table. And they were a little bit above... it was a struggle for him with these books. And we're going through titles and looking at them and he's looking to see my response to the books. So I'm just reading the titles out and trying my hardest not to say what I'm interested in. He chose a book. It took us about 40 minutes. But he chose a book."

CALVIN: "You didn't respond to it. If you had, oh, if you had make one-tenth, it hadn't be a big one, just one little tenth that you was interested, that the one he would have chose."

Calvin also spoke about how to work through the initial hesitance on the part of the "learner" to take control of their education: "If I (or other learners) don't want to take responsibility for selecting their own materials," he said, "you let me know. Say, Calvin, you mean to tell me you can't take responsibility for choosing the material and you got a car, and you take care of that car, you take care of your home, you pay your rent, why you can't take responsibility to choose your own material?"

Questions to consider:

How is allowing learners to choose their own materials an act of giving them power? Why might both learning partners have a hard time doing this? Do the college student participants feel that their learning partners are able to make these decisions for themselves? Why or why not? How might our reactions determine what learners would choose? Do the college student participants feel they have a right to take control of their education while they are in college? What role do participants feel they should take in the leadership and direction of their campus-based literacy program?

Note: *SCALE is in the process of writing a workbook on participatory literacy education and ways to make college literacy program more participatory. The workbook should be ready by February 1993 and can be ordered by calling the SCALE office.*

3- Perceptions of Non-literates

This is an exercise to promote a discussion of participants' views of learners in literacy programs and of themselves as college students. This exercise might work best if facilitated by a tutor/learner team. However, if that is not possible, someone from your program can lead the discussion.

◊ Have participants take out a piece of paper and a pencil. On the front side of the paper, have them write the word "literate" at the top of the page; on the other side, have them write "illiterate" at the top of the page. Now, give participants five minutes to write down what comes to mind when they think about those who are literate. Next, give the participants five minutes to do the same with those who are illiterate.

◊ Ask people to share three characteristics of each and have the facilitator write the responses on a flip-chart.

Questions to consider:

What is the composite image of adults who cannot read? Ask participants what influences have shaped their perceptions of literate and non-literate adults. Do participants feel that this is a fair image? Have they known someone who could not read or write? Why are there non- literate people in this country? What can we do to end this? How might the opportunities of learners in literacy programs have been different from those of our own? How might issues of social class, race, or sex discrimination affect one's opportunity or ability to learn to read and write? What do participants feel they have to learn from their "learning partner?" Why do they feel that people enter literacy programs — what do they perceive as the common goals of learners? What skills and experiences might non-literate adults have that we might not have? What would you tell an "ad writer" who wanted to create a better public service message about literacy?

4- The Value of Education: the "Magic" of Literacy

Have participants respond to the following statements:

1) "...In the 19th century, those at the bottom of the American social and economic heap were led to believe that if they were literate, more job opportunities would be available to them. As the number of those with educational credentials increased, so did the basic requirements for the same level of jobs. Each time competing ethnic minorities reached the educational levels they had been told would lead to economic success and prestige, the game rules would change. The dominant groups in society... define job requirements in terms of their own achievements and impose those standards for society as a whole" (Adult Illiteracy in the United States p.19).

2) "If every black person in their mid-20s had earned a masters' degree in Business Administration from an Ivy League university, this degree would have as much value in the job market as a diploma from the Martin Luther King Jr. High School in South Chicago or Atlanta." from the *Workers Vanguard* No. 544, 7 February 1992.

3) "It seems like a lot of people imagine that literacy is the magic, the cure-all, end-all, be-all. But if it were the magic, then illiteracy would be the problem; but illiteracy is not the problem. I see it as a sign of the problem. Many people are powerless in this society. People have lost their political voice and perspective. People have lost their ability to change, to take control over their lives. We have to figure out ways to reclaim this power. And I guess the only way is to do it together." — Aleeza Strubel, a college student and participant in the CLASP program, a campus-based literacy program at Cornell University

Questions to consider:

What makes education so important in this society? Are all who attain higher literacy skills really guaranteed upward mobility? Do you feel the value of certain degrees or competencies is "cheapened" if everyone has achieved them? If so, what does this mean for basic literacy skills? In this technologically advancing world, what role does increased literacy skills have in terms of one's employability, or chance at upward mobility? Does our push toward education stop with the acquisition of basic literacy skills, or do we try to make continuing education available? In what ways can you think of that basic requirements for upward mobility have changed? In what ways could this affect minorities more strongly than others? Have participants respond to Aleeza's statement. What larger problem could illiteracy be a symptom of? How could popular discourse about literacy be used to obscure larger, more fundamental issues?

5- The Rhetoric of Literacy

The purpose of this exercise is to discuss contemporary rhetoric about literacy and its effects on the way we understand literacy and perceive those with low literacy skills. Your group could also discuss the effect that these sorts of statements could have on those who themselves lack literacy skills, and the likelihood that they would feel comfortable admitting their educational problems and seeking assistance.

Have participants take 3-5 minutes to recall the thing in their life that brought them the most shame. What about themselves were they most ashamed of? Then, have everyone open their eyes and write down what it was that shamed them so much. No one is to pass in their paper, so assure everyone that this is for their eyes only. After people have had sufficient time to record their thoughts, start showing them the photocopied sheets of the advertisements about literacy (we've included several examples after this page). As you show each ad, ask participants how they would feel if the thing they were most ashamed of was an inability to read or write. When you're finished showing the ads, ask questions at the end of the section to get discussion going.

It's up to you to choose whether Henry ever learns to write more than his own name.

Imagine looking at this page. But not being able to read a word of it. Or read a word of anything for that matter. Or write.

Hundreds of people in our community live this way. Every day. Looking. But not really seeing. Because they're functionally illiterate.

That's why we need your help.

A number of groups help teach people to read and write. But *we* offer you the extra assurance that your money is being well-spent. And that it stays right here.

CHOOSE

(Place agency logo here.)

NUMBER 0000
ON YOUR PLEDGE CARD

Where it can do the most good.

Because we work with United Way.

And that means we have to undergo stringent evaluations of our program. Our staff. And our facility. Which makes us better prepared to give people like Henry all the help they really need.

When you receive your Combined Federal Campaign card this year, please choose to help Henry.

Please choose to help us.

It brings out the best in all of us.®

BEST COPY AVAILABLE

To customize this ad for your agency:
1. Place your agency's logo inside the white box which has the word "CHOOSE" above it.
2. Replace the designation #0000 in the lower part of the same box with your correct designation number.
3. The typeface you should use is Garamond Bold Condensed 17pt. For typesetting services, talk to any local newspaper or typesetting company.

HIS PARENTS WERE NEVER ABLE TO READ THE NEWSPAPER TO HIM. NOW HE DOESN'T GO THROUGH THE NIGHT WITHOUT ONE.

We who have the ability to read know that illiteracy is just the beginning of many other problems. Problems with serious social and economic consequences. In addition, there's evidence proving that illiteracy can be passed down from parents to children.

Today, there are actually 27 million illiterate adults in the United States. They're people who can't function effectively in everyday life, at home or on the job, if they in fact have a job.

Before the news about poverty, unemployment, crime or drugs gets worse, let's do something to solve the problem. To fight illiteracy, the Coors Foundation For Family Literacy is funding a program to teach 500,000 people to read over a period of five years. This represents one of the most ambitious efforts to fight illiteracy in the history of this country. And you can be a part of it. If you're willing to teach someone to read, or if you know someone who needs to learn how to read, call toll free 1 800 228-8813.

Coors Foundation For Family Literacy

Literacy. Pass It On.

100

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UNIVISION

Univisión is proud to be a partner in the fight against ill

Illiteracy--The Price

Illiteracy is an evil weed. Its roots spread and fasten onto and poison many aspects of a person's life and degrade the society that fails to eradicate it. Most obviously it denies its victims many of the aesthetic pleasures that enrich life. It makes a meaningful, productive education virtually impossible and leads to limited job opportunities, to frustration, depression, despair. Its flowers may range from personal misery to crime--to crimes against innocent people as well as against an uncaring society. The time to permanently uproot and eliminate the weed of illiteracy from the garden of human affairs is long overdue. The price of ignoring it is far greater than the cost of weeding it out. --Edward Gottschall

WHEN YOU CAN'T READ, IT'S NOT FUNNY.

Half a million Houstonians can't read a comic strip, a job application or even a street sign. But you can help change that by calling 527-6044 and giving generously. Just a small amount of your time or money could give someone who can't read a reason to smile.

RICE ADULT LITERACY PROGRAM
In association with The Houston Read Commission

Questions to consider:

Ask participants how they would feel if the thing they were most ashamed of was related to low literacy skills. Which of the ads struck you the most? What kind of impact did it have? What image do they paint of non-literate Americans? Would you be more or less likely to treat a non-literate adult with dignity and respect after being exposed to these views? Do they apply blame for illiteracy or its causes and effects? What is the purpose of these statements and advertisements? If you were an adult who lacked literacy skills, would you be more or less likely to seek assistance after being exposed to these views? What overall effect do you think statements and statistics like this have on the way the public perceives illiteracy? What types of people might be moved by these ads to get involved in literacy work? What can we do to ensure that statistics are not misinterpreted and that they are used in context? Who is served by this representation of adults who are non-literate? What sort of understanding of the issues do ads like these present? Is literacy something that can be "given"? What are alternative ways of portraying this issue?

6- DICCIONARIO MOJADO

WETBACK DICTIONARY:

A LOOK AT THE NATURE OF LANGUAGE

This module intends to discuss the nature of language and what makes certain forms of speech and certain ways of spelling words "correct." This exercise could be especially useful if your literacy program works with people learning English as a Second Language. Regardless, it raises interesting questions about language, power, and the evolution of language.

The following excerpts were taken from a book entitled The Voice of Fulano, a collection of working papers from a bilingual literacy campaign that took place with English speaking residents and Spanish speaking migrant workers in a small town in Illinois in the summer of 1980. The literacy campaign was organized and the book written by Tomas Kalmar. Make copies of the Diccionario Mojado and the poem that follows for those participating in the discussion, and talk through the questions at the end.

The following dictionary is representative of the many made during the literacy campaign in Cobden, Illinois that summer. Explain to participants how these dictionaries were made:

- ◊ each learner chose a Spanish word or phrase that they wanted to say in English
- ◊ English speakers helping with the class would say the word in English, but would give no help with its spelling
- ◊ each learner would write down what they heard using their Spanish system of pronunciation
- ◊ all transcriptions of a particular word would be collected and displayed for all to see
- ◊ after a brief discussion, the "best" words would be chosen to be entered into the Diccionario Mojado
- ◊ after the words had been selected, the "correct spelling" of the word in English would be revealed, and is written next to the word in the Diccionario Mojado

Diccionario Mojado

1) FREND (friend)= AMIGO
2) DISCREMINEIT (discriminate)= DESCRIMINAR
3) EIT (ate)= COMI/ COMISTE/COMIMOS/COMIERON
4) EIT (eight)= OCHO
5) LEIT (late)= TARDE
6) JEIT (hate)= ODIAR
7) DAELOG/DAYALOGG (dialogue)= DIALOGO
8) FOR MAI SEOF (for myself)= PARA MI MISMO
9) AIM SIK (I'm sick)= YO ESTOY ENFERMO
10) PIK (pick)= PISCAR
11) TRUENSLEIRO (translator)= INTERPRETE/TRADUCTOR
12) PLIS TU MICHU (pleased to meet you)= MUCHO GUSTO
13) AI DON KER (I don't care)= NO ME IMPORTA
14) AIM SLIIPI (I'm sleepy)= TENGO SUEÑO

I am not
the author
of the DICCIONARIO MOJADO:
I am merely the typist
who compiled it.
Full credit
must go to
the authors
who wrote the manuscript
in the form of tiny
notebooks
carried in
their pocket
while picking peaches
in 100°
heat...

Some words
were first
written
on the palm of
the author's
hand
MANO
SCRITO

The authors have invented a new system for spelling English sounds — which is exactly how English spelling has developed over history. They are repeating the historic moment when the Normans perceived Anglo-Saxon speech through French ears and transcribed it with a French pen.
And they are repeating the historic moment when King Alfred the Great first resolved to use an alphabet to transcribe his own tongue telling his thoughts, initiating thereby the long river of written English prose.
To encourage, or discourage, this historic process is, today, a political act:
we can choose to include the Hispanic Mind in "civilization as we know it" by reading these little diccionarios as an improvement on our dated "system" of English spelling, or we can insist on preserving this anachronism, choosing to exclude those who can't "spell."
— Tomas Kalmar

Questions for discussion:

How do you respond to Kalmar's claim that encouraging or discouraging the process of inventing a new system for spelling English sounds is a political act? How important is it for migrant workers to learn English? Is it more or less important for a migrant worker to learn English than it is for a college student to study another language? Why? In your experiences of studying foreign languages, did you find them more or less logical than English? How might the Spanish transcription of English sounds be an improvement upon our system of spelling? Should we be surprised if we did experience yet further changes in the way that we currently know English (i.e., do we feel that our language is stable and immutable, or will it continue to evolve as it is influenced by different languages and dialects)? Why do you think people are so resistant to the idea of this sort of change? How have we already seen this sort of change in this country over the last two hundred years?

7- FUNCTIONAL LITERACY

Many of us who have gotten involved in literacy have been amazed at the wealth of terms used to describe the "educationally disadvantaged." We have illiterate, marginally literate, functionally illiterate, and the list continues. The purpose of this exercise is to look more closely at one of these terms — functional literacy — and the concepts behind it.

Have all participants take out a piece of paper and write a definition of functional literacy. Have them pass in their definitions, and have the facilitator read a few definitions aloud. What has influenced their answers? Who defines what skills are necessary to "function" in this society?

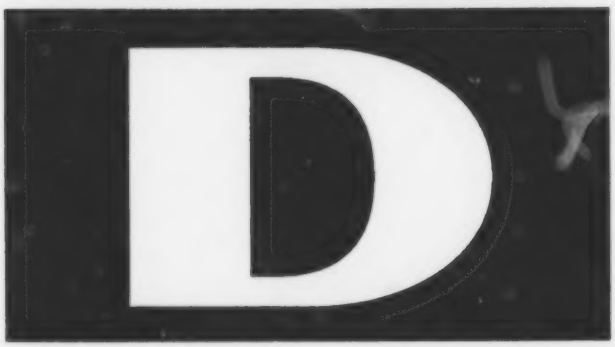
Next, pass out the following excerpt from "Literacy and the Politics of Education," an essay written by C.H. Knobluch and included in the book The Right to Literacy.

> The most familiar literacy argument comes from the functionalist perspective, with its appealingly pragmatic emphasis on readying people for the necessities of daily life— writing checks, reading sets of instructions — as well as for the professional tasks of a complex technological society... The concern of a functionalist perspective is the efficient transmission of useful messages in a value-neutral medium. Basic-skill and technical-writing programs in schools, many on-the-job training programs in business and industry, and the training programs of the United States military — all typically find their rationalization in the argument for functional literacy, in each case presuming that the ultimate value of language lies in its utilitarian capacity to pass information back and forth for economic or other material gain.
>
> The functionalist argument has the advantage of tying literacy to concrete needs, appearing to promise socioeconomic benefit to anyone who can achieve the appropriate minimal competency. But it has a more hidden advantage as well, at least from the standpoint of those whose literacy is more than minimal: it safeguards the economic status quo. Whatever the rhetoric of its advocates concerning the "self-determined objectives" (Harman and Hunter 7) of people seeking to acquire skills, functionalism serves the world as it is, inviting outsiders to join that world on the terms of its insiders by fitting themselves to roles that they are superficially free to choose, but that have been prepared as a range of acceptable alternatives. Soldiers will know how to repair an MX missile by reading the field manual but will not question the use of such weapons because of their reading of antimilitarist philosophers; clerks will be able to to fill out and file their order forms but will not therefore be qualified for positions in higher management. Functionalist arguments presume that a given social order is right simply because it exists, and their advocates are content to recommend the training of persons to take narrowly beneficial places in that society. The rhetoric of technological progressivism is often leavened with a mixture of fear and patriotism (as in A Nation at Risk) in order to defend a social program that maintains managerial classes — whose members are always more than just functionally literate — in their customary places while outfitting workers with the minimal reading and writing skills needed for usefulness to the modern information economy.

Questions for discussion:

How do participants respond to the above excerpt? Does this affect their definition of functional literacy? Are people with low literacy skills really guaranteed social advance as a result of their acquisition of literacy skills? Once people have achieved these basic skills, should any effort be made to make continuing education available? Who should define the skills necessary to "function" in this society? What are the implications of narrowly defined uses of literacy? When we talk about literacy, what are we dealing with? What do we mean? What are the implications of the way that we approach literacy? How does our understanding of literacy and our goals affect what literacy can mean for the learners we work with?

APPENDIX



MOBILIZING NATIONAL RESOURCES

One of the main goals for *Literacy Impact* is that it serve as a way of bringing resources to campus groups involved in literacy. This might come in terms of ideas for developing programs, raising awareness, and generating funds, or it could come in the form of grants, publicity resources, or a national conference to bring together students involved in literacy. The bottom line is that we are committed to actively seeking out other sponsors and collaborating organizations to bring more resources to students involved in literacy work. An example of the sorts of relationships we are trying to develop could be to work with the National Stepshow Association to co-sponsor a regional stepshow event to raise awareness and funds for literacy.

Working with the Warner Music Group will provide exciting opportunities to utilize their resources for literacy. Some of the things that the Warner Music Group has committed to include:

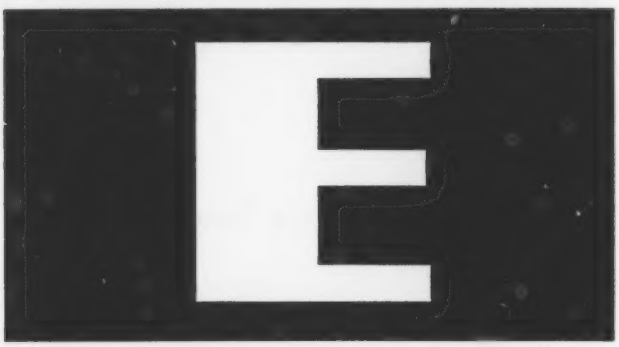
- Offering the Time to Read program to campuses free of charge
- Assisting campus programs in raising funds to support their literacy initiatives. This year they will provide participating schools with t-shirts to sell on their campuses to raise funds.
- Providing schools with creative posters to raise awareness about literacy.

Further possibilities that we are discussing with Time Warner, Inc. include:

- Artist/author appearances on campuses
- Movie screenings on college campuses
- A smaller "Special Edition" of *Time* Magazine inserted into the newspapers of campuses participating in *Literacy Impact*. This edition could focus on literacy, and could serve to educate college students about how they could get involved, and publicize *Literacy Impact* on their campuses

Again, the ideas to which the Warner Music Group has committed still remain to be worked out. We will continue to develop these ideas and will relay more information as we have it.

APPENDIX



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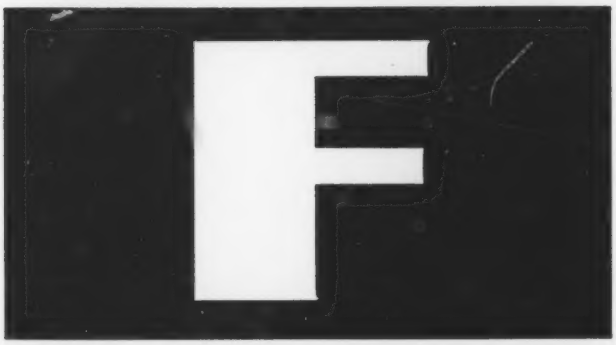
APPENDIX



TIME TO READ INFORMATION

Check here if you would like to receive the:

- ☐ Brochure for sponsors: "Questions and Answers about Time to Read"
- ☐ Time to read evaluation report "Time to read: A National Partnership to Improve Literacy"
- ☐ Time to Read Start-up Kit which includes the Time to Read Handbook, Approach to reading, and an introductory videotape
- ☐ Sample Tutor and Learner Feedback Questionnaire

_____

Name

_____

Title & Name of organization

_____

Address

_____

City, State, Zip

_____

Telephone (s)

Time to Read Information

Send this sheet to TTR Headquarters, Time Warner Inc.
1271 Avenue of the Americas, New York, NY 10020.

APPENDIX

HANDBOOK EVALUATION AND FEEDBACK

Please answer the following questions in the space provided and return to the SCALE office.

1) What goals were you trying to accomplish through *Literacy Impact*?

2) Did the handbook provide enough practical, concrete information?

3) Which sections were most useful? How did you use them?

4) Which sections were least useful? Any suggestions?

5) Was the handbook well organized? Did the format make information easy to find?

6) Did we include enough information on starting a literacy program and on the options for involvement?

7) If you felt that the modules for reflection and discussion were useful, how can they be integrated into your on-going work?

8) List the three biggest barriers to organizing on your campus and getting students involved in literacy work in a meaningful and productive way. Then, write three specific things/ resources that SCALE could provide to help your group overcome these barriers.

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